



School of Health Profession and Education  
Department of Physical Therapy

# CLINICAL EDUCATION MANUAL

## **PREFACE**

This manual serves as a resource for the Directors of Clinical Education (DCE), the academic and clinical faculty, and the physical therapy students involved in the clinical education component of the program.

The contents of this manual represent an official communication of the policies and procedures of the Clinical Education component of the Physical Therapy Program. Students are required to comply with them. This manual is to be used in conjunction with the Physical Therapy Program Handbook, the Utica College Undergraduate Catalog and the Utica College Graduate Catalog and Student Handbook. Collectively, these materials provide the student with the information necessary to take responsibility for participation and success in the program.

This manual includes important information, forms and policies and procedures that are vital to the successful completion of the clinical education portion of the physical therapy curriculum.

## **DEVELOPMENT AND REVISION OF POLICIES AND PROCEDURES**

The DCE, in consultation with the Program Chair and faculty members, may revise existing policies at any time. New policies are developed and are established after faculty approval by a simple majority vote. The procedures used to implement clinical education policies are developed and established, and revised, as needed, by the DCE in consultation with the Program Chair. Faculty members are informed of procedural changes and the DCE documents these changes in the Clinical Education Manual. This will occur at a minimum annually at a faculty meeting. Students will be promptly informed of any changes or revision to clinical education or program policies.

## **DISCLAIMER**

*The Utica College Department of Physical Therapy reserves the right to change the policies, procedures, rules, regulations, and information in this handbook and the accompanying Clinical Education Manual at any time. Changes will become effective at the time the proper authorities so determine and the changes will apply to both prospective students and those already enrolled. This handbook is a general information publication only, and it is not intended to nor does it contain all regulations that relate to students*

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## **ACKNOWLEDGEMENT**

The DCE wishes to acknowledge fellow colleagues, DCEs, Site Coordinator of Clinical Services (SCCEs) and Clinical Instructors (CIs) who shared their resources, time and expertise as the Clinical Education Manual was developed. In addition, special thanks are extended to members of the NYNJ Physical Therapy Clinical Education Consortium and APTA Academy of Physical Therapy Education.

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## CLINICAL EDUCATION OVERVIEW

Clinical education is designed to provide the student with the opportunity to develop clinically based, pre-planned learning activities and develop the competencies required for the provision of physical therapy services. Clinical education provides students the unique experience of working under close supervision of a physical therapist in a clinical facility. This allows the students to apply skills learned in the classroom and laboratory setting; to interact with professionals and patients; and to learn new contemporary techniques.

Students engage in three full time clinical education, in addition to four integrated clinical education (ICE) experiences. These full time and integrated clinical experiences are designed to help students assimilate theoretical and clinical concepts to care for individuals with multi-system involvement. By the end of the final full time clinical education experience, students are expected to exhibit practice expectations of entry-level professionals.

## CLINICAL EDUCATION CURRICULUM

Clinical education experiences are designed to expose the student to a variety of practice settings across the lifespan and continuum of care. All clinical education experiences occur following successful completion of the prerequisite professional courses.

### Full Time Experiences

Students participate in patient care under the direct supervision of an on-site physical therapist. Opportunities vary to provide experiences across the continuum of care. Three to five<sup>1</sup> different full time clinical education experiences are incorporated into the graduate program in physical therapy. **At least one of the three full time experiences must be in an inpatient facility.** Upon completion, students exhibit clinical reasoning, skills and professional behaviors consistent with entry-level practitioners.

### **DPT 659 Clinical Education I**

First of three full time clinical education experiences. Students will participate in *outpatient orthopedic* settings for 6 weeks. Students are introduced to direct patient care and begin to apply basic theoretical concepts central to patient/client management.

### **DPT 779 Clinical Education II**

Second of three full time clinical education experiences. Students apply theoretical concepts central to patient/client management. Students will participate in settings that may include *acute care, inpatient rehabilitation, school settings, home care or outpatient* settings at one or more sites during the 12-16 weeks<sup>1</sup>.

### **DPT 789 Clinical Education III**

Third and final full time clinical education experiences, for 12 -16 weeks at one or more sites<sup>1</sup> in which students integrate the multi-faceted roles of clinician into current practice within the

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<sup>1</sup> To optimize the use of available clinical facilities, placements may be arranged as two separate experiences (min 8 weeks) or one continuous placement (12-16 weeks).

health care system. Students integrate theoretical and clinical concepts for patient/client with multi-system involvement. Students select an area of clinical practice of particular interest.

### **Integrated Part Time Experiences (ICE)**

Four integrated clinical experiences occur during the academic semesters of the first two years (Fall & Spring). Courses provide experiential learning in a community setting with emphasis on prevention and wellness. Theory and practice taught in the classroom can be applied to the participants, while faculty members supervise students. The series of courses affords the PT program a way to extend clinical practice into the community, fostering collaboration with community agencies that offer services to populations who might otherwise have limited access.

#### **DPT 589 Caring for the Community I**

Students are introduced to prevention and wellness in community setting. Selected elements of assessment and intervention practiced under supervision of physical therapy program faculty members and Year Two students. Occurs in Fall Year 1.

#### **DPT 599 Caring for the Community II**

Students participate in assessment and intervention in local community program. Students practice selected elements of the client management process under supervision of physical therapy program faculty members and Year Two students. Occurs in Spring Year 1

#### **DPT 689 Caring for the Community III**

Selected elements of assessment and intervention practiced under supervision of physical therapy program faculty. Students develop supervisory and mentoring skills while working with Year One students. Occurs in Fall Year 2

#### **DPT 699 Caring for the Community IV**

Selected elements of assessment and intervention practiced under supervision of physical therapy program faculty. Students develop supervisory and mentoring skills while working with Year One students. Occurs in Spring Year 2.

In addition to these for ICE, students also have several opportunities to interact with patients who are invited to our laboratory setting or visit outside facilities to provide real world experience.

### **Requirements and Rules**

1. Students must demonstrate the academic and professional standards of the program.
2. Students must demonstrate competence, enthusiasm, and initiative during the clinical education experiences.
3. Utica College has entered into contracts with various facilities throughout the country. These facilities agreed to provide appropriate learning experiences through competent supervision and teaching. In order to take advantage of the educational opportunities that have been developed, each *student should be prepared to complete some or all of the full time clinical experiences away from home or current residence*. It is the student's responsibility to research and finalize living arrangements and travel plans for each clinical experience.
4. ALL CONTACTS TO ESTABLISH CLINICAL PLACEMENTS ARE MADE BY THE DCE OR ASSISTANT DCE.

## **STATE AUTHORIZATION**

Utica College has established contracts with clinical facilities in- and outside of New York State. Each state has different rules and regulations for authorization and therefore, approval/clearance from the relevant state agency (e.g., Licensing Board or Department of Education ...etc.) must be secured prior to placement of a student in a host facility within certain states. It is possible that Utica College may cancel a clinical placement if regulatory approval can't be secured.

## **CLINICAL EDUCATION FACULTY**

### **Director of Clinical Education**

The Director of Clinical Education (DCE) is a full time core faculty member in the Graduate Physical Therapy Program at Utica College and is under direct supervision of the Program Chair and Dean of the School of Health Professions and Education. The DCE's primary responsibilities are to manage the full time and integrated clinical education through planning and coordination with academic and clinical faculty and integrate clinical education throughout the curriculum. The DCE is also responsible for communication with and dissemination of information among each of the individuals involved in the clinical education process including the clinical education facilities.

The DCE participates in and represent the program at regional, state and national clinical education activities and programs. The DCE is in direct and continuous contact with academic faculty members regarding curricular issues related to clinical education. The DCE is responsible for keeping faculty informed of the overall performance of students throughout their clinical education experiences. At the end of each clinical education course, the DCE summarizes information on students' clinical performance and their ability to integrate academic knowledge. The summary is presented to the faculty during summer meeting.

### **Assistant Director of Clinical Education**

The assistant DCE is a faculty position in the Graduate Program in Physical Therapy at Utica College and is under direct supervision of the DCE, Program Chair and the Dean of the School of Health Professions and Education. The primary responsibility is to assist the DCE in administering the clinical education program. Specific job responsibilities are stated above under the description of the DCE.

### **Clinical Faculty<sup>1</sup>**

The members of the Clinical Faculty include the Site Coordinator of Clinical Education (SCCE) and the Clinical Instructor (CI).

### **Site Coordinator of Clinical Education (SCCE)**

The Center Coordinator of Clinical Education formally represents the clinical facility and serves as the liaison to the college. The SCCE is responsible for coordinating the assignments and activities at the clinical facility. The SCCE is most often a Senior Physical Therapist who has been actively and enthusiastically involved in clinical education. It is critical that this individual demonstrates effective administrative and managerial skills.

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<sup>1</sup> APTA [Guidelines and Self -Assessments for Clinical Education \(1999\)](#) for [Clinical Faculty and Clinical Facilities](#).

The SCCE manages communication between clinical instructors, students and DCE. Therefore, it is the SCCE's responsibility to keep the college informed of any changes in the facility that may impact clinical education. This individual keeps information current by submitting/updating the CSIF. The SCCE also provides direct supervision to the facility clinical instructors engaged in clinical education experiences, serving as a resource person for both students and CIs.

### **Clinical Instructor (CI)**

The Clinical Instructor is a licensed physical therapist who is responsible for the daily management of the clinical experience while a student is on site. The CI is assigned to a student for a specified time period to act as a role model and guide the learning process. This individual is responsible for providing feedback to the student throughout the clinical experience as well as completing the midterm and final performance evaluations.

### **Both SCCEs and CIs will demonstrate:**

- Professional and ethical behaviors
- Knowledge of contemporary issues in clinical practice
- Clinical competence
- Effective communication and interpersonal skills
- Effective instructional skills
- Effective supervisory skills
- Performance evaluation skills

### **STUDENT PLACEMENT**

In order to maintain a fair and impartial student placement process, a lottery system is used for clinical education selections. The goal is to place each student in a variety of experiences, in order to graduate competent entry-level practitioners. The types of experiences include:

- acute care/general medical – inpatient care;
- long-term care (rehabilitation, subacute and intensive rehabilitation care) - inpatient preferred;
- outpatient care – primarily musculoskeletal focus; and/or
- pediatric-based care (e.g. school setting, hospital setting ...etc.).

Changes in today's health care are prevalent. Quality clinical facilities are experiencing internal and external change and greater demands are being placed on practitioners. As a result, it may not always be possible for each student to affiliate in each of the specified settings above. Should difficulties occur, the student's clinical education experiences will be reviewed and balanced.

To ensure an ideal placement for each student and provide a variety in clinical education experiences, the following process has been established.

### **SELECTION PROCESS FOR CLINICAL PLACEMENT**

1. A lottery occurs prior to EACH clinical placement. This process is conducted under the supervision of the DCE and/or Assistant DCE. An administrative assistant will also participate.
2. A list of available clinical placements, as per returned facility reservation forms, is distributed electronically to the class. Updates to the list will be posted online and shared with all students.



3. Students will have access to the Clinical Site Information Form (CSIF) for any facility that has completed the form and has a contract with Utica College. Site Evaluation forms completed by former students will also be available for review.
4. The Preference Sheet is used to select clinical sites in order of preference with #1 being the top priority.
5. The completed Preference Sheet is submitted via email to the DCE, Assistant DCE and administrative assistant.
6. The following items are considered when placing a student:
  - draft number,
  - student preference sheet,
  - previous clinical experience,
  - the student's academic history and clinical education profile,
  - clinical facility requirements ,
  - feedback from the DCE/Assistant DCE and faculty, and/or
  - timely response and availability of clinical placement.

**Important Notes:**

- Students who have not successfully completed prerequisites for clinical education courses are not eligible for preference/assignments.
- All deadlines must be STRICTLY FOLLOWED. Failure to submit a completed preference sheet by the deadline will result in forfeiture of your draft priority. You must then wait and choose from the sites that remain at the end of the class draft.
- It is possible that a clinical site or Utica College may cancel the clinical placement at any time. Examples of reasons a placement may be canceled include, but are not limited to, a contract that cannot be secured or a situation where the quality of the experience does not meet our standards. When placements are canceled, PRIORITY is given to the student who lost a placement through no fault of his or her own. The DCE will make every effort to find a suitable replacement. It is extremely important that students remain flexible to accommodate unforeseen changes.
- The final decisions on clinical placements are at the discretion of the DCE, Assistant DCE and program faculty.

**CLINICAL EDUCATION POLICIES AND REGULATIONS**

Students are expected to adhere to all rules and regulations of Utica College and the clinical facilities. Clinical facilities inform students of their responsibilities prior to and/or at the beginning of the experience. Information regarding specific requirements of facilities is kept on file by the DCE and available for review by the students. Each student is required to read the Externship Agreement that exists between the College and individual facilities. *Please see the Utica College Student Agreement in (Appendix 1).*

## Health Policy

In accordance with New York State Health Department and by the terms of the contractual agreement between the program in physical therapy and host facilities, students must adhere to the regulations regarding specified health policy as outlined throughout this section.

Before any student begins their professional course work and clinical education at any level, it is necessary to fulfill requirements as stated by the New York State Health Department. Students must be prepared to complete any additional state or agency/facility health requirement that may be needed. These requirements promote the protection of students, clinicians and individuals served at the clinical facilities. The Utica College Health Form must be used and completed in full. All health requirements must be current and valid throughout the entire period of the clinical training.

**Failure to observe the stated deadlines and requirements may prevent the student from participation in clinical education and will delay progression in the program. EXCEPTIONS WILL NOT BE MADE.**

Each student is required, at their own expense, to have an **ANNUAL** physical examination and specified immunizations/titers. The health center personnel may provide information regarding location of area clinics should the student choose this option.

Physical exams and additional health requirements are submitted directly by the student to Utica College Student Health portal. Students should plan in advance to ensure that the required items are submitted on time and are valid for the duration of the clinical education experiences. In addition, students **MUST** keep a valid and current copy of their health records at all times.

## Health Requirements

1. Students must submit the following by June 1st before the starting the program:
  - Documentation of observation hours (form located on program website)
  - Immunization record
    - MMR immunization, proof of immunity<sup>1</sup>.
    - Meningitis or waiver
  - If documentation of these items is not turned in by June 15 the student will not begin DPT 561
2. Students must submit the following, by August 15th, before the start of fall semester:
  - Complete annual physical. The Routine Medical Report form used by Utica College is Appendix 2.
  - Mantoux TB skin test or the Quantiferon TB-Gold (annual blood test), with results documented and dated within 3-12 months. A positive TB result will require further investigation and documentation. Some facilities require students to have TB testing within 3-6 months of beginning the clinical experience.
  - Valid BLS from an American Heart Association Course
  - If documentation of these items is not turned in by the first day of the fall semester the student is not eligible to attend classes or clinical.

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<sup>1</sup> For rubeola, individuals born on or after 1/1/57 must have received two doses of live virus vaccine after 1967, first dose on or after first birthday, second dose on or after 15 months of age and at least 30 days after first dose or physician diagnosis of disease, or laboratory evidence of immunity.

3. It is the responsibility of the student to have a flu vaccine by October 1st each year of the professional program in order to participate in all ICE and full time clinical experiences.

Each student is required to complete and submit a **Student Authorization for Release of Records** ([Appendix 3](#)) to the DCE during Fall Year 1. This is forwarded to the Student Health Center and remains in effect until the student completes the curriculum. This form allows health record information to be released to clinical facilities in which students will participate in clinical education experiences.

### **OSHA Blood Borne Pathogens**

The Occupational Safety and Health Administration (OSHA) is a division of the United States Department of Labor. A major responsibility of OSHA is to protect persons in the workplace. Since September 1, 1992, the OSHA policy on Occupational Exposure to blood borne pathogens has been in effect. This policy mandates education on blood borne pathogens and availability of the hepatitis B vaccine to all employees.

Since students affiliate in health care facilities throughout the United States, they must comply with OSHA standards. The graduate program in physical therapy policy requires all students to have annual training on blood borne pathogens and information provided to them about the Hepatitis B vaccine.

The risk of transmission of pathogenic organisms in health care settings is largely preventable through strict adherence to barrier precautions and infection control practices that decrease the opportunity of blood to blood exposure for both health care workers and patients. Infection control practices are taught to students within the professional program and opportunities for practice of skills prior to the first clinical experience occur within the DPT courses. Any student who has an exposure to a blood borne substance that places the student at risk must seek medical care immediately. Such exposure should first be reported to the Clinical Instructor who will direct the student for appropriate care. Each student is responsible for the personal medical care costs accrued.

#### **Students must:**

1. Attend a presentation on blood borne pathogen awareness and precautions, given in Year one of the professional program. Student attendance is documented. A review of this information will be done in Year Two during the MVHS orientation, and prior to the final year of clinical education; and
2. Provide documentation of vaccination against Hepatitis B, evidence of adequate antibody titer, or have signed a statement of refusal to receive the Hepatitis B vaccine prior to the first clinical experience. A student's Hepatitis B decision is documented as part of the student health file located in the portal. **Although the Hepatitis B vaccination series is not a requirement, it is highly recommended.**

Each student folder in the Google Drive contains the annual training form ([Appendix 4](#)). A copy of this form is shared with the Site Coordinator of the facility prior to the start of each clinical experience.

## **Predisposing Medical Conditions**

PRIOR to entering the professional program and BEFORE EACH clinical experience, it is strongly recommended that the DCE be informed of any medical condition or prescription medication which may compromise or place potential safety risk to the student, peers, agency/facility staff and/or patients. Such conditions include but are not limited to: pregnancy, diabetes, seizure disorder, and medications, which may alter alertness or judgment and/or impact performance. Clinical education faculty will make every effort to facilitate student progress, in collaboration with students' learning services, when necessary to provide reasonable accommodations. Confidentiality will be maintained.

## **Latex Allergy**

Utica College recognizes that exposure to latex products has the potential to trigger an allergic reaction. Increased exposure increases the risk and severity of a reaction. Students are asked to report to a faculty member in the program if they suspect a latex allergic reaction or sensitivity. Students who are allergic to the gloves normally provided in laboratory will be provided with "powder free" gloves or a similar alternative. (*Additional information in [Appendix 5](#)*)

## **CPR Certification**

All students must hold current American Heart Association (AHA) CPR certification for infant, child, adult and AED prior to the fall semester each year and are responsible for recertification throughout the program. It is the responsibility of the student to make arrangements for obtaining and maintaining this certification. Students must plan to complete and submit a copy [both sides] to the administrative assistant in the HPE office.

## **Health Insurance**

Individual health insurance coverage is required throughout the professional program. The plan and policy number are to be provided to the DCE and administrative assistant by the timeline determined by the DCE. For those students who do not have health insurance coverage, information regarding coverage is available through the Student Health Center or outside agencies such as APTA.

## **Malpractice Insurance**

Malpractice insurance is required throughout the professional program. The student is provided with adequate coverage per incidence/occurrence. The cost of this insurance is covered through payment of an annual college fee. The fee is added to DPT 561, DPT 659 and DPT 779. On occasion, a facility may require additional limits on malpractice coverage. The student is responsible for acquiring this coverage.

## **General Liability Insurance**

Utica College carries liability, which covers and indemnifies all students, faculty and employees while engaged in college activities. This coverage includes students who, as part of their academic program, are placed in facilities for clinical education experiences. The policy does not provide any coverage to the facility itself, but does assure clinical facilities that general liability coverage is in effect for students and faculty involved in program activities such as clinical education experiences.

### **Privacy Policies (*Appendix 6*)**

In accordance with the Health Insurance Portability and Accountability Act (HIPAA) of 1996 and the associated regulations, students receive education and general training regarding the HIPAA privacy requirements prior to participating in clinical education experiences. Students complete the Student Acknowledgement of Privacy Policies found in [Appendix 7](#) following this preparation on campus. In addition, facility specific training occurs as part of the orientation process when a student placement begins.

### **Criminal Background Check**

Clinical facilities may require a background check on an individual assigned for placement. The background check is the responsibility of the student to complete and submit, if requested by the clinical facility. A student may be denied clinical placement if s/he does not meet the requirement of the facility they were assigned. Additionally, clinical facilities may require clearance for child abuse and/or finger printing. If this is a requirement of the facility, the student is responsible for following the specific procedure required by the facility.

### **Alcohol and Other Drug Policy**

It is expected that all students adhere to the Utica College alcohol and other drug policies as stated in the [Utica College Student Handbook](#). Physical therapy students are prohibited from reporting to and/or participating in any aspect of clinical education while under the influence of alcohol or any substance, which may impair their ability to function in a clinical setting. Failure to adhere to this policy results in dismissal from the graduate program in physical therapy.

### **Name Tag**

Individual photo identification badges are produced at the Office of Campus Safety. A nominal fee is charged. Nametags are used during clinical education experiences as well as site visits.

### **Appearance**

A student's general appearance must reflect a professional appearance, and discretion and respect for the role of the professional should guide one's presentation. Although there is no uniform required by the program, students are required to observe the dress code of host facilities. The appropriate dress code required by each facility is learned through information provided in the CSIF and communication with the Site Coordinator of Clinical Education PRIOR to the start of the scheduled experience.

### **Travel/Living Expense**

It is the student's responsibility to make all housing, travel and financial arrangements necessary to complete the clinical experience. Students must prepare to complete some or all full time clinical experiences away from home or their current residence. Students are encouraged to check the information provided by each facility.

### **Student Attendance**

Students are expected to attend the clinical education experience on a full time basis during regular working hours, as dictated by the clinical site. Students are not permitted to negotiate any

change in daily or weekly clinical education experience schedules independently. Any request must be made in consultation with the DCE, CI and SCCE.

The Physical Therapy Program does not grant a specified number of days that a student may be absent from the clinic. In the event of illness or any delay in arrival time, the student must contact the DCE and the SCCE/CI directly prior to the start of the workday. If a student misses any time during a clinical education experience due to illness or personal reasons, a decision is made by the CI in consultation with the DCE regarding additional time required to complete the experience.<sup>1</sup> Students with extenuating circumstances will be addressed on an individual basis in consultation with the DCE, SCCE and CI.

### **Holidays**

While engaged in clinical experiences, the student will follow the holiday schedule established by the clinical facility, NOT the academic calendar of Utica College.

### **Readmission to Clinical Following Illness/Injury**

Students are responsible for ensuring their own safety and the safety of those they are in contact with throughout the clinical experience. An unexpected absence due to an illness/injury must be immediately communicated to the DCE, CI and SCCE. A medical release may be requested by the SCCE, CI and/or the DCE prior to readmission to the clinical experience, if it is felt that the student's illness or injury may limit or endanger the safety of self or patients.

### **CLINICAL SITES**

The Physical Therapy Program at Utica College has current affiliations with a variety of facilities throughout the United States. These facilities include hospitals, ambulatory care/outpatient centers, school and developmental settings, rehabilitation centers, long-term care facilities and home health care agencies.

### **Clinical Site Information Form (CSIF)**

A Clinical Site Information Form is accessible to registered users at <https://cpi2.amsapps.com>. This online repository is available to academic program and students. Students will be able to review information on the portal as individual accounts are created. The CSIF provides information about the type of clinical facility, typical age and primary conditions of patient caseload, credentials of supervising therapists, and specific student information such as dress code, hours, parking, etc.

### **Facility Staffing**

In order for a clinical facility to provide quality learning and appropriate supervision of students, staffing must be adequate. The program in physical therapy strongly recommends that a student not be placed in a facility unless there are at least two physical therapists currently practicing in that facility. This is identified as the minimum staff needed to adequately supervise a student while managing the facility and clinical education responsibilities. In the event of a shortage of clinical placements and/or cancellations of scheduled assignments, placement of a student in

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<sup>1</sup> During any clinical education experience, if a student misses one day due to illness or for personal reasons AND the CI believes the final competency will not be adversely affected, the request may be granted.

such a facility may be allowed provided the expectations are addressed up front and there are appropriate support mechanisms in place.

### **Establishing New Sites**

A clinical facility may be considered as a potential student placement site if both the academic and clinical parties desire and agree to provide the opportunity for the mutual benefit of the student. The **minimum** requirements for clinical site establishment that are to be met include the following:

- The facility should have at least two full time therapists working.
- The facility must demonstrate an interest and willingness to participate in clinical education.
- The facility must provide adequate learning experiences.
- State requirements must be met when considering placements outside of New York State.
- An active externship agreement must be established prior to the clinical start date.

### **Student Requests**

Permission by the DCE or Assistant DCE is required **prior** to a student initiating any contact with potential clinical sites. Students wishing to establish additional clinical site placements **must complete and submit the Student Request for Clinical Site Development** ([Appendix 8](#)). The request needs a **minimum** of 6 months prior to the start of the experience to be considered in order for all due diligence and the appropriate legal contracts to be signed. A student may submit a **maximum** of two requests during his/her enrollment of the DPT program. If a site becomes established because of a student's efforts, placement at that site will be offered to this student for the initial clinical placement. Afterwards, all qualified candidates in the DPT program will have the opportunity to request the site.

*\*NOTE\**. A student may NOT change a clinical placement if placed and confirmed with the facility.

### **Externship Agreement (Contract)**

The program in physical therapy has a standard written contract referred to as the Externship/Extended Campus Agreement. *See [Appendix 9](#).*

A current completed agreement must be in place for each facility affiliating with the program in physical therapy. If the agreement is incomplete or unavailable, a student will not be placed at that facility until the agreement is complete. Students are required to review and sign off on the external contract specific to the facility to which they will complete a full time clinical education experience prior to placement.

### **Benefits for Clinical Faculty**

A letter informing clinical faculty and SCCE of the following benefits is sent at the beginning of each full time clinical education experience.

### **Remitted Tuition Agreement ([Appendix 10](#))**

Utica College grants tuition credits to clinical facilities following completion of a signed agreement and clinical experience. One half (.5) a tuition credit hour is remitted for each 37 - 45 clock hours of clinical education time completed by physical therapy students.

### **Continuing Education Credit**

As of October 19, 2009 the New York State Education Department, Office of the Professions, approved Utica College as a sponsor of continuing education for physical therapists and physical therapist assistants. One of the activities approved for credit is that of supervision during clinical education experiences. Supervision of a student by a clinical instructor provides .25 hours of continuing education for each two-week period of supervision per student, capped at 6 hours per three-year registration period.

### **Access to Educational Resources**

Clinical faculty have access to the Utica College library and on line databases during active student supervision. Access is gained through use of a Utica College identification username and password.

### **CONFLICT OF INTEREST**

A conflict of interest may affect clinical education when the clinical education site and the student have a relationship that could influence the provision of the clinical education experience or the evaluation of the student's performance during the clinical education experience.

Examples may include, but are not limited to, clinical education sites where the student has been an employee and clinical education sites which are owned by, or employ, an immediate relative of the student. Students must disclose to the DCE if a facility or setting is a potential conflict of interest.

### **Clinical Experiences at Future Employment Facility**

A student may accept employment positions prior to completion of the academic curriculum. A student may also enter into a financial agreement with a facility. To avoid potential conflicts of interest, the faculty believe that students should not be placed in clinical facilities in which they have accepted employment following graduation.

### **Clinical Experience at Previous Employment Facility**

Students will not be assigned in a setting in which the student has previously been employed within the physical therapy department. Students must disclose to the DCE if a facility or setting is a potential conflict of interest.

### **STUDENT ASSIGNMENTS**

All students are required to complete an academic assignment as part of DPT 779 and 789. In order to meet this requirement, the faculty have designed a sequence of activities to be completed based on expected learning opportunities. The DCE is responsible for informing the students of requirements of the assignments. Students may consult their faculty advisors for guidance as needed.

Students are to accomplish their assignments without disrupting clinical services or restructuring the clinical education experience. Students are expected to respect confidentiality and patient rights at all times.



## **Preparing For the Clinical Education Experience**

Preparation aimed specifically for clinical education begins in Summer Year 1. This process continues throughout the curriculum. Topics discussed include: expectations of clinical education including roles and responsibilities of students, academic program and clinical facilities. Continuing with each unit, students, the DCE and the assistant DCE meet and interact to expand on current topics such as the organizational structure of clinical education and alternate supervisory patterns. Each preparation is prerequisite to a student's participation in the clinical education experience. This series of seminars provides a formal avenue for ongoing communication and interaction between students, the DCE and the assistant DCE.

Communication between students and the DCE/Assistant DCE is imperative for their success throughout the program, particularly while enrolled in clinical education courses. The primary method of communication is through Utica College email. It is expected that students check their UC email, at least daily, for updates or announcements regarding Clinical Education.

### **Student Communication Cycle (*Appendix 11*)**

Following formal assignment to a facility for any full time clinical education experience, the student will receive a confirmation letter from the DCE (*Appendix 12*). It is the student's responsibility to initiate phone contact with the SCCE. The name and phone number of the SCCE are provided on the confirmation letter. If phone contact is not successful, a follow up email may be sent. The purpose of this initial contact is to offer an introduction and to acknowledge receipt of the confirmation letter. Calls should be made to the facility after confirmation letters have been sent, and generally, at least 1 - 2 months prior to the start of the experience. The student will send an Introduction Letter to the facility that includes his/her experience and the Student Affiliation Profile (SAP) (*Appendix 13*). The student must then forward a copy of this letter and the SAP to the DCE.

It is also suggested that students schedule a pre first day commute and possible orientation. This helps to clarify expectations, avoid delays and better prepare for the first day. At the end of the experience, a note of appreciation is always welcome. This can be done either verbally or in written form.

## **Performance Evaluations and Grading**

### **Student Performance Evaluation**

Satisfactory performance in each clinical education experience is required for progression through the professional program. A final competency ratings must be completed for each clinical education experience by both the student and CI using the PT Clinical Performance Instrument (CPI) Web instrument. Additionally, a midterm competency rating must be completed for DPT 779 and DPT 789. The final grade of Pass/Fail is determined by the DCE.

Guidelines for the use of the instrument are provided for each clinical education experience. Students MUST complete the PT CPI Web training through CPI Web during Year One. The entire CPI can be found by clicking on this link ([CPI](#))

The following table outlines the FINAL expectations for each of the clinical experiences using the rating scale on the PT CPI Web.

<b>PT CPI Criterion</b>	<b>DPT 659</b>	<b>DPT 779</b>	<b>DPT 789</b>
# 1-4;7 Red Flag items	Beginner to Advanced Beginner Performance	Intermediate to Advanced Intermediate Performance	Entry –level Performance
#5,6; 8-18	Same as above	Same as above	Same as above

### **Student Site Evaluation Form**

Students are required to evaluate clinical learning experiences provided by clinical instructors using the PT Student Site Evaluation Form developed by the APTA ([Appendix 14](#)). Both sections of this tool must be completed and submitted by the student at the end of the clinical experience. Section 1 is uploaded to the Google Drive and made available for review by future students. Section 2 remains confidential and is formatted to allow student feedback to be provided to clinical instructors at both midterm and final discussion AFTER review and completion of the Student Performance Evaluation. Confidentiality of students and clinical instructors is honored. Some facilities also request that students complete their own facility assessment form.

### **Clinical Faculty Communication**

The DCE and Assistant DCE are in direct communication with the SCCE regarding the planning and implementation of clinical education learning experiences. The SCCE communicates directly with the clinical instructors and other staff members about clinical education issues pertinent to their clinical facility. The SCCE also communicates directly with each CI about individual student learning experiences and assists in the development of these learning experiences. During the student experience, the CI maintains communication with the SCCE about the student's progress and seeks assistance when needed. The DCE or Assistant DCE shares the responsibility of communicating directly with the CI and each student at least twice during all full time experiences. Communication may occur in the form of phone calls, emails or site visits.

### **Clinical Site Visits**

The Clinical Education Program's quality improvement process is designed to evaluate, monitor and improve the clinical education experiences for UC students. To foster communication between UC and the clinical education site / clinical education faculty, the program will use on-site visits and other methods of communication, as appropriate, to meet the needs of all parties, such as assessment, training, remediation, and/or intervention, in order to ensure successful completion of the clinical education experience. There will be a formal assessment of the resources and clinical faculty prior to the placement of a student for a clinical education experience, and formal re-assessment will occur periodically, as appropriate. A student will be visited at least once during his/her clinical education experiences.

The DCE and assistant DCE, or their designee are involved in site visits to enhance the continued development of the academic-clinical relationship.

### **Post-Clinical Meetings**

Student feedback regarding clinical education experiences is very important. Student meetings are scheduled upon the return to campus following participation in DPT 659 and are held on an individual basis. This allows for intake of information in a less formal manner. Student input allows for continued evaluation of the clinical education component of the program, as well as a

discussion of the student's performance. Counseling may occur to identify areas needing further development. A survey to students is sent following DPT 779/789 to gather feedback.

## **PROBLEMS DURING AN EXPERIENCE**

If there is a problem with a student's performance, the student should first try to resolve the problem with their assigned CI. If this is unsuccessful, the CI should take the problem to the SCCE for assistance. If the problem is still unresolved, the DCE should be contacted either by the SCCE or the CI. The DCE may visit the facility to mediate the concerns. A student may contact the DCE directly at any time. In addition, the Utica College student support services are also available.

If, at any time during the clinical education experience, a student exhibits unsatisfactory behavior in the critical areas of safety, professional behaviors, legal and ethical practice - and/ or - if the student's potential for achieving the expected competence by the end of the experience is in question, the CI must contact the DCE to discuss the appropriate action. The DCE will complete the Notification of the Potential for Dismissal from a Clinical Site ([Appendix 15](#)) and secures the necessary signatures. Depending on the area(s) of concern, reasonable efforts will be made to support the student's learning. When specific concerns are noted, a learning contract may be used as one option. If, after an opportunity, the student does not meet the criteria for continuation, the student will be dismissed from the clinical site.

### *Student Request to Withdraw:*

A student must obtain permission from the DCE **prior** to withdrawal from a clinical education experience. Failure to obtain permission **prior** to initiating withdrawal will result in a failure of the clinical education experience.

## **Learning Contract**

A learning contract ([Appendix 16](#)) is an agreement and therefore, binding by the parties involved. It represents a collaborative effort between the student and CI and delineates the expectations for success in the clinical setting. Objectives are identified by assessing the student's current level of performance relative to the expected outcome of the clinical experience. Learning contracts allow students to have an active role in the educational process and set the stage for future development as professionals. Through the use of a learning contract a student practices goal setting and planning.

The components of the learning contract used by Utica College include the following:

- An established time frame
- Objectives
- Learning resources and strategies
- Evaluation methods
- Criteria for evaluation
- Status/comments
- Signatures of the student and supervisor
- Date contract established

## **Failure/Recourse**

Failure of a clinical education experience is a joint decision of the CI and the DCE, made ultimately by the DCE with recommendations from the SCCE/CI. In the event of an unsatisfactory performance, a student may 1) be given a grade of F and be dismissed from the program or 2) given one additional opportunity to successfully complete the clinical experience. The final decision is at the discretion of the DCE, in consultation with the Department Chair and/or program faculty. If a student does repeat any full time clinical education course, the student must complete that course prior to resuming the remaining courses. This will alter progression in the curriculum and/or delay graduation.

A second failure of a clinical experience will result in dismissal from the Physical Therapy Program. Details regarding the Procedure for Dismissal are outlined in the Program Handbook.