



School of Health Professions and Education

Department of Physical Therapy

CLINICAL EDUCATION MANUAL

Updated June 2025

PREFACE

This manual serves as a resource for the Directors of Clinical Education (DCEs), 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 these policies. This manual is to be used in conjunction with the Physical Therapy Program Handbook, the Utica University Undergraduate Catalog, and the Utica University 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 essential information, forms, policies, and procedures vital to completing the clinical education portion of the physical therapy curriculum.

Development and Revision of Policies and Procedures

In consultation with the Department Chair and faculty members, the DCE may revise existing policies as needed. 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, established, and revised, as needed, by the DCE in consultation with the Department Chair. Faculty members are informed of procedural changes at a faculty meeting, and the DCE documents these changes in the Clinical Education Manual. Students will promptly be informed of any changes or revisions to the Clinical Education Manual, program policies, or procedures.

DISCLAIMER

The Utica University Physical Therapy Program reserves the right to change the policies, procedures, rules, regulations, and information in this Clinical Education Manual and the accompanying handbook at any time. Changes will become effective when the program publishes them, and they will apply to 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.

ACKNOWLEDGEMENT

The DCE wishes to acknowledge colleagues, DCEs, Site Coordinators of Clinical Education (SCCEs), and Clinical Instructors (CIs) who shared their resources, time, and expertise as we developed this Clinical Education Manual. 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 allow the student to develop clinically based, pre-planned learning activities and the competencies required to provide physical therapy services. Clinical education provides students with the unique experience of working under the close supervision of a licensed physical therapist in a clinical facility. This supervised experience 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 and 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 the practice expectations of entry-level professionals.

State Authorization

Utica University has established contracts with clinical facilities within and outside New York State. Each state has different rules and regulations for authorization. Therefore, the University must secure approval/clearance from the relevant state agency (e.g., Licensing Board or Department of Education etc.) before placing a student in a host facility within certain states. Utica University may cancel a clinical placement if regulatory approval cannot be secured.

Additionally, the Program continually researches whether or not the educational requirements for licensure in each state are met. In compliance with federal law, this professional state licensing information disclosure, indicating which states the program does or does not meet educational requirements for licensure, is published on the university's website.

Requirements and Rules

Students must follow the academic and professional standards of the program and demonstrate competence, enthusiasm, and initiative during the clinical education experiences.

Utica University 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. The student is responsible for researching and finalizing living arrangements and travel plans for each clinical experience. ALL CONTACTS TO ESTABLISH CLINICAL PLACEMENTS ARE MADE BY THE DCE OR ASSISTANT DCE.

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 full-time clinical education experiences occur after successfully completing the prerequisite professional courses.

Clinical Experiences

Students participate in full-time patient care under the direct supervision of an on-site physical therapist. Opportunities vary to provide experiences across the continuum of care. Three to five¹ different full-time

¹ To optimize the use of available clinical facilities, placements may be arranged as one continuous placement for 12 weeks or two separate 8 weeks experiences for a total of 16 weeks.

clinical education experiences are incorporated into the graduate program in physical therapy. **At least one of the three full-time experiences must be in a setting with primarily multi-complex patients.** Students exhibit clinical reasoning, skills, and professional behaviors consistent with entry-level practitioners upon completion of the final full-time clinical.

DPT 659 Clinical Education I

Introduction to direct patient care and application of basic theoretical concepts central to patient/client management. Students participate in patient care under the close supervision of an on-site physical therapist. This is the first of three clinical education experiences. Students will be assigned to an outpatient orthopedic clinic for this course.

DPT 779 Clinical Education II

Students integrate theoretical and clinical concepts for individuals with multi-system involvement. Opportunities vary to provide experiences across the continuum of care. This is the second of three clinical education experiences in which students participate fully in patient care under the close supervision of an onsite physical therapist.¹

DPT 789 Clinical Education III

Students integrate theoretical and clinical concepts for individuals with multi-system involvement. Students select an area of clinical practice of particular interest. Opportunities vary to provide experiences across the continuum of care. Upon completion, students exhibit practice expectations of entry-level professionals. The final clinical education experience is designed to allow students to integrate the multi-faceted roles of clinicians into current practice within the healthcare system.

Integrated Clinical Experiences

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

DPT 589 Caring for the Community I

Students are introduced to prevention and wellness in community settings. Selected elements of assessment and intervention practiced under the 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 programs. Students practice selected elements of the client management process under the 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 are practiced under the supervision of the 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 are practiced under the supervision of the physical therapy program faculty. Students develop supervisory and mentoring skills while working with Year One students. Occurs in Spring Year 2.

In addition to the above ICE courses, students have several opportunities to interact with patients invited to the academic laboratory setting or visit outside facilities to provide authentic experiences.

CLINICAL EDUCATION FACULTY

Director of Clinical Education

The Director of Clinical Education is a full-time core faculty member in the Entry-level Physical Therapy Program at Utica University and is under the direct supervision of the Department 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 experiences by planning and coordinating with academic and clinical faculty and integrating clinical education throughout the curriculum. The DCE is also responsible for communicating with and disseminating information among the individuals involved in the clinical education process, including the clinical education facilities.

The DCE participates in and represents 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 the summer meeting.

Assistant Director of Clinical Education

The Assistant DCE is a faculty member of the Graduate Program in Physical Therapy at Utica University who works under the direct supervision of the DCE, Department 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.

In the remainder of this manual, the DCE and Assistant DCE will collectively be referred to as DCEs.

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

Clinical Faculty

Site Coordinator of Clinical Education (SCCE)

The Site Coordinator of Clinical Education formally represents the clinical facility and serves as the university's liaison. The SCCE is responsible for coordinating the assignments and activities at the clinical facility. The SCCE is often a senior physical therapist actively involved in clinical education. The SCCE must demonstrate effective administrative and managerial skills.

The SCCE manages communication between clinical instructors, students, and DCE. Therefore, the SCCE is responsible for informing the university of any changes in the facility that may impact clinical education. This individual keeps information current by submitting/updating the Clinical Site Information Form

(CSIF). The SCCE also provides direct supervision to the facility's clinical instructors engaged in clinical education experiences, serving as resources for the students and CIs.

Clinical Instructor (CI)

The clinical instructor is a licensed physical therapist with at least one year of clinical practice 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 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 and completing the midterm and final performance evaluations.

Both SCCEs and CIs will demonstrate:

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

CLINICAL EDUCATION POLICIES AND REGULATIONS

Students are expected to adhere to all rules and regulations of Utica University and the clinical facilities. Clinical facilities inform students of their responsibilities before and at the beginning of the experience. Each student is required to read the Externship Agreement that exists between the University and individual facilities. Each student is required to attest to having read the Externship Agreement within EXXAT.

Health Policy

In accordance with the 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 coursework and clinical education at any level, it is necessary to fulfill the requirements stated by the New York State Health Department. Students must be prepared to complete any additional state or agency/facility health requirements that may be needed. These requirements promote the protection of students, clinicians, and individuals served at the clinical facilities. The Utica University Health Form should 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 starting the program or participating in clinical education and may delay their progression. EXCEPTIONS WILL NOT BE MADE.

At their own expense, students are required to have an **ANNUAL** physical examination and specified immunizations/titers. The Student Health Center personnel may provide information regarding the location of area clinics should the student choose this option.

Physical exams and other health requirements must be submitted directly by the student to EXXAT.

Students should plan to ensure that the required items are submitted on time and are valid throughout the clinical education experiences. In addition, students **MUST** always keep a valid and current copy of their health records.

Health Requirements

1. Each student must submit the following to the Utica University Student Health portal by August 5th before starting the program (Note: Utica University undergraduate students may have already met this requirement):
 - Immunization record
 - MMR immunization, proof of immunity².
 - Meningitis or waiver
2. All DPT students must also submit the following to EXXAT by August 15th, before the start of the fall semester:
 - Complete the annual physical using the Mandatory Student Health Form ([Appendix 1](#))
 - Immunization record
 - MMR immunization, proof of immunity.
 - Meningitis or waiver
 - Mantoux TB skin test or the Quantiferon TB-Gold (annual blood test), with results documented and dated within 3-12 months. Some facilities require students to have TB testing within 3-6 months of beginning the clinical experience. A positive TB result will require further investigation and documentation.
 - Proof of current **American Heart Association (AHA)** CPR certification for infant, child, adult, and AED before the fall semester each year. Students are responsible for recertification throughout the length of the program. Students must upload the updated training certificate to EXXAT.
3. Each student must submit a flu vaccine by October 1st of each year of the professional program to participate in all ICE and full-time clinical experiences.
4. Provide documentation of vaccination against Hepatitis B, evidence of adequate antibody titer, or have signed a declination form ([Appendix 2](#)) to receive the Hepatitis B vaccine form before the first clinical experience. A student's Hepatitis B decision is documented as part of the student health file in the portal. **Although the Hepatitis B vaccination series is not a requirement, we highly recommend it.**

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 the 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 healthcare settings is preventable mainly through strict adherence to barrier precautions and infection control practices that decrease the opportunity for blood-to-blood exposure for healthcare workers and patients. Infection control practices are taught to students within the professional program, and opportunities to practice skills before the first clinical experience occur within the DPT

² 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 before beginning the program, each diagnosis of disease, or laboratory evidence of immunity.

courses. Any student exposed to a blood-borne substance that puts the student at risk must seek medical care immediately. Students should report any exposure first to the Clinical Instructor, who will direct the student to appropriate care. Each student is responsible for the accrued personal medical care costs.

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. The DCE reviews this information with the second-year students during the MVHS orientation and before the final year of clinical education.
2. Annually attest to having attended the presentation and received the information, in EXXAT.

Predisposing Medical Conditions

Before entering the professional program and BEFORE EACH clinical experience, the program strongly recommends that students inform the DCE of any medical condition or prescription medication that may compromise or place potential safety risk to the student, peers, agency/facility staff, and patients. Such conditions include but are not limited to, pregnancy, diabetes, seizure disorder, and medications, which may alter alertness or judgment and 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 University recognizes that exposure to latex products has the potential to trigger an allergic reaction. Repeated exposure increases the risk and severity of a reaction. Students are asked to report to a program faculty member if they suspect a latex allergic reaction or sensitivity. Students who are allergic to the gloves usually provided in the laboratory will be provided with "powder-free" gloves or a similar alternative ([Appendix 3](#)).

Conflict of Interest

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

A student may accept employment positions before completion of the academic curriculum. To avoid potential conflicts of interest, the faculty believes that students should not be placed in clinical facilities where they have accepted employment.

Students must disclose to the DCEs if a facility or setting is a potential conflict of interest.

Other Policies

Health Insurance

Individual health insurance coverage is required throughout the professional program. Students must upload the updated health insurance card to EXXAT. Coverage information is available through the Student Health Center or outside agencies such as the APTA for students who do not have health insurance coverage.

Malpractice Insurance

Malpractice insurance is required throughout the professional program. The student is provided with adequate coverage per incidence/occurrence. An annual university fee covers the cost of this insurance.

The fee is added to DPT 581, 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 University carries liability, covering and indemnifying all students, faculty, and employees while engaged in university activities. This coverage includes students placed in facilities for clinical education experiences as part of their academic program. The policy does not cover the facility itself; however, it 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

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 before participating in clinical education experiences. After this preparation, students will attest to having received this information, in EXXAT. In addition, facility-specific training may be required as part of the orientation process when a student placement begins. All students are expected to respect confidentiality and patient rights at all times.

Criminal Background Check

Clinical facilities may require a background check, child abuse clearance, and placement fingerprinting. The student is responsible for following the specific facility procedure if these are facility requirements. A student may be denied clinical placement if they do not meet the facility's requirements to which they were assigned.

Alcohol and Other Drug Policy

All students are expected to adhere to the Utica University alcohol and other drug policies stated in the Utica University Student Handbook ([Appendix 4](#)). Physical therapy students are prohibited from participating in any aspect of clinical education while under the influence of alcohol or any substance. Please adhere to this policy to avoid dismissal from the physical therapy program and the University.

Name Tag

Individual photo identification badges are produced at the Office of Campus Safety. A nominal fee is charged. Name tags must be used during all clinical education and off-site experiences.

Appearance

Although the program requires no uniform, students must observe the dress code of host facilities. The appropriate dress code required by each facility is gained through communication with the Site Coordinator of Clinical Education before starting the scheduled experience. Professional attire is required if a facility does not have a specific dress code policy. As a representative of Utica University, students are expected to dress appropriately, using discretion and respect for the role of a professional.

Travel/Living Expense

The student must make the necessary housing, travel, and financial arrangements to complete each clinical experience. Students must prepare to complete some or all full-time clinical experiences away from home or their current residence.

Student Attendance

As the clinical site dictates, students are expected to attend all clinical education experiences during regular working hours. Students cannot negotiate changes in daily or weekly clinical education experience schedules. The DCEs, CI, and SCCE must approve any schedule change.

The Physical Therapy Program does not grant a specified number of days 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 before 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 DCEs regarding the additional time required to complete the experience.³ Students with extenuating circumstances will be addressed individually in consultation with the DCEs, 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 University.

Readmission to Clinical Following Illness/Injury

Students are responsible for ensuring their 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 DCEs, CI, and SCCE. The SCCE, CI, or DCEs may request a medical release before readmission to the clinical experience if they feel 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 University is affiliated with various 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. However, each state has different rules and regulations for authorization. Therefore, the University must secure approval/clearance from the relevant state agency before placing a student in a host facility in another state. Utica University will cancel a clinical placement if regulatory approval can't be secured.

Clinical Site Information Form (CSIF)

A Clinical Site Information Form is accessible to registered users via: cpi.apta.org/login

This online repository is available to academic programs 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. Students can request additional information about the site from the DCEs.

Facility Staffing

For a clinical facility to provide quality learning and appropriate supervision of students, staffing must be adequate. The physical therapy program strongly recommends that a student only be placed in a facility if at least two physical therapists are practicing in that facility. Having more than one physical therapist employed at the facility is the minimum staffing needed to adequately supervise a student while managing

³ During any clinical education experience, if a student misses time due to illness or for personal reasons AND the CI believes the final competency will not be adversely affected, the request may be granted.

the facility and clinical education responsibilities. In the event of a shortage of clinical placements or cancellations of scheduled assignments, placement of a student with a single CI may be allowed, provided the expectations are addressed upfront and appropriate support mechanisms are in place.

Establishing New Sites

No site developments are available for DPT 659. Students may opt to complete one site development for either DPT 779 OR DPT 789. Site developments must be pursued based on the program's needs rather than for an individual student experience. Site development is not a guarantee of placement.

A clinical facility may be considered a potential student placement site if the academic and clinical parties desire and agree to provide the opportunity for the program's mutual benefit. The **minimum** requirements for establishing a clinical site include the following:

- The facility must demonstrate an interest and willingness to participate in clinical education.
- The facility must provide learning experiences that meet the expectations of the program.
- The designated CI must have at least one year of clinical practice.
- State requirements must be met when considering placements outside of New York State.
- The University and clinical facility must establish an active externship agreement before the clinical placement start date.
- A student may recommend the development of a new site, subject to the approval of the DCE. However, the student may only initiate contact with potential clinical sites with prior approval. Such recommendations may only be considered during the second or third full-time clinical education experience. ([Appendix 5](#))

Externship Agreement (Contract)

A fully executed agreement between Utica University and the facility must be in place before starting any clinical education experience. A student will only be placed at that facility if the agreement is complete or available. All contract processing requests must be initiated prior to ten weeks before the scheduled start date for the clinical education experience. A fully executed contract must be in place six weeks prior to the scheduled start date for the clinical education experience. Students must be prepared to accept a clinical placement at the discretion of the DCE if the contract process still needs to meet the required timeline. Each student is required to attest to having read the Externship Agreement within EXXAT.

Benefits for Clinical Faculty ([Appendix 6](#))

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

Utica University grants tuition credits to clinical facilities after completing 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 University as a continuing education sponsor for physical therapists and physical therapist assistants. One of the activities approved for credit is supervision during clinical education experiences. Supervision of a student by a clinical instructor provides .5 hours of continuing education for every two weeks of supervision per student, capped at 6 hours per three-year registration period.

Access to Educational Resources

During active student supervision, clinical faculty have access to the Utica University library and online databases. Access is gained through a Utica University identification username and password.

CLINICAL EDUCATION PREPARATION

Preparation for clinical education begins in Summer Year 1 and continues throughout the first two years of the curriculum. This process includes a discussion of the expectations of clinical education; roles and responsibilities of students, academic programs, and clinical facilities. Students meet with the DCEs every semester to discuss clinical education topics, building on the information from previous semesters. These preparation sessions are a prerequisite to a student's participation in the clinical education experience.

Communication between students and the DCEs is imperative for their success throughout the program, particularly while enrolled in clinical education courses. The primary method of communication is through Utica University email. Students must check and promptly respond to the University email, at least daily, for updates or announcements regarding Clinical Education.

EXXAT PRISM STUDENT PLACEMENT PROCESS

Students access EXXAT PRISM via [EXXAT](#). There is a single sign-on for this platform that uses the student's Utica University password.

In order to maintain a fair and impartial student placement process, EXXAT PRISM placement software is used for clinical education selections. The goal is to place each student in a variety of experiences that expose them to the depth and breadth of contemporary physical therapy practice, including patients with multi-complex conditions, to enhance their preparation to become competent entry-level practitioners in multiple practice settings.

The types of experiences include:

- Acute Care/Inpatient Hospital Facility
- Ambulatory Care/Outpatient
- ECF/Nursing Home/SNF
- Federal/State/County Health
- Home Health
- Industrial/Occupational Health Facility
- Multiple Level Medical Center
- Private Practice
- Rehabilitation/Sub-acute Rehabilitation
- School/Preschool Program
- Wellness/Prevention/Fitness

Changes in today's health care are prevalent. Quality clinical facilities are experiencing internal and external changes, and a greater demand is placed on practitioners. As a result, it may not be possible for each student to experience the specified settings above. Should difficulties occur, the student's clinical education experiences will be reviewed and diversified.

The following process has been established to ensure an ideal placement for each student and provide a variety of clinical education experiences.

Selection Process for Clinical Placement

Utica University uses the EXXAT clinical placement software. The process is as follows:

- Clinical slots that have been offered to Utica University are entered into the system for students to view
- All students create a Wishlist within the EXXAT system
 - o Note: Those students pursuing site developments will not be included in the EXXAT auto-placement process and, therefore, do not need to submit a Wishlist. If the site development process does not secure a placement, you will receive a list of unused reserved slots to select.
- EXXAT completes an auto-placement, which places each student with their highest preference possible. The DCE makes the final determination based upon:
 - o previous clinical experience,
 - o the student's academic history and clinical education profile,
 - o clinical facility requirements,
 - o feedback from the DCE/Assistant DCE and faculty, and
 - o timely response and availability of clinical placement.

Important Note:

- The clinical site or Utica University may cancel the clinical placement at any time. Examples of reasons to cancel a placement may include, but are not limited to, a contract that cannot be secured or a situation where the quality of the experience does not meet program standards. When a placement is canceled, PRIORITY is given to the student who lost a placement through no fault of their own. The DCEs will make every effort to find a suitable replacement. Students must be flexible to accommodate unforeseen circumstances.

Following a formal assignment to a facility for any full-time clinical education experience, the student will receive a confirmation letter from the DCEs. The student is responsible for initiating a phone or email contact with the SCCE within two weeks of receiving their confirmation letter. The name, email address, and phone number of the SCCE are available on the confirmation letter. The purpose of this initial contact is for students to introduce themselves and to acknowledge receipt of the confirmation letter. The student should make a follow-up call or email contact with the SCCE approximately four weeks before the start of the clinical experience.

The student will complete and update their EXXAT profile and clinical education goals as directed by the DCEs. The students should complete any required onboarding paperwork as directed by the SCCE. At the end of the experience, a written note of appreciation is highly recommended.

PERFORMANCE EVALUATIONS AND GRADING

Students Assignments

Students must complete all academic assignments as part of all ICE and full-time clinical education courses. Those assignments are detailed in the corresponding syllabi. Students are required to accomplish their assignments without disrupting clinical services or restructuring the clinical education experience.

Student Performance Evaluation: Clinical Performance Instrument (CPI 3.0)

The DCE has the authority to determine the final grade (Pass/Fail) with feedback from the facility's clinical faculty. Satisfactory performance in each clinical education experience is required for progression in the program. The student and CI must complete the final performance ratings for each clinical education experience using the PT Clinical Performance Instrument (CPI 3.0) Web. Additionally, the student and CI must complete a midterm competency rating for DPT 779 and DPT 789.

Guidelines for the use of the CPI 3.0 are provided for each clinical education experience. Students MUST complete the PT CPI 3.0 Web training during the first fall semester (Year 1). Students can access CPI 3.0 via: cpi.apta.org/login

The following table outlines the minimum FINAL expectations for each of the clinical experiences using the rating scale on the PT CPI 3.0 Web.

DPT 659	DPT 779	DPT 789
Beginner	Advanced Intermediate	Entry-level Performance

EXXAT Learning Activities to be Completed with Each Clinical Experience

CI details form

Clinical reflection

PT Student Evaluation of Clinical Instruction

PT student evaluation of Clinical site

Weekly planning Form: DPT 659 (4); DPT 779, DPT 789 (6)

Students access EXXAT learning activities via [EXXAT](#).

Note: The confidentiality of students and clinical instructors is honored. Some facilities also request that students complete a site-specific assessment form.

Clinical Faculty Communication

The DCEs maintain ongoing communication with the SCCE regarding planning and implementing clinical education courses/learning experiences. The SCCE communicates directly with the CI 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 developing these learning experiences. During the student clinical education experience, the DCEs communicate with the CI and SCCE about the student's progress and assist when needed.

Clinical Site Visits

Site visits are designed to evaluate, monitor, and improve the clinical education experiences for Utica University students and enhance the continued development of the academic-clinical relationship. To ensure successful completion of the clinical education experience, the DCEs or their designee conduct on-site visits, as appropriate, to meet the needs of all parties, such as assessment, training, remediation, or intervention. Site visits are also used as an opportunity for formal assessment/reassessment of the sites' resources and clinical faculty before the placement of a student for a clinical education experience. Site visits may be on-site or virtual.

Post-Clinical Meetings

Student feedback regarding clinical education experiences is essential. Student input allows for continued evaluation of the experiential component of the program as well as students' performance. Individual student meetings are scheduled following DPT 659, and all students must complete a clinical education survey following DPT 659/779/789.

Problems During an Experience

Problems or issues may arise during a clinical education experience. In this case, the student should first try to resolve the problem with their CI. If this is unsuccessful, the DCEs and SCCE should be made

aware of the issue. A student may contact the DCEs directly at any time. The DCEs may visit the facility to mediate the concerns. Additional assistance is available to all graduate students from the Utica University student support services during clinical experiences.

If, at any time during the clinical education experience, a student exhibits unprofessional or unsafe behaviors or if the student's potential for achieving the expected competencies by the end of the experience is in question, the CI must contact the DCEs to discuss the appropriate action. When specific concerns occur, the DCEs may use a learning contract to guide the student's actions.

A learning contract ([Appendix 7](#)) is an agreement that represents a collaborative effort between the student, DCEs, CI, and SCCE. A learning contract 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, practice goal setting and planning and set the stage for future development as professionals.

The components of the learning contract 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

If attempts to resolve the concerns are unsuccessful, the DCEs will complete a Notification of the Potential for Dismissal from a Clinical Site ([Appendix 8](#)). Depending on the area(s) of concern, reasonable efforts will be made to support the student's learning. If, after an opportunity, the student does not meet the criteria for continuation, the student will be dismissed from the clinical site.

Final Grades for Clinical Education Courses

Success or failure in any clinical education experience is a joint decision of the CI and the DCEs. The DCEs ultimately have the authority to assign the grade based on recommendations from the SCCE/CI. In the event of unsatisfactory performance, a student will earn a grade of F and be dismissed from the program, or offered one additional opportunity to complete and pass the clinical experience. The final decision is at the discretion of the DCEs, in consultation with the program director.. If a student does repeat any full-time clinical education course, the student must complete that course before resuming the remaining classes. This process will alter the progression in the curriculum and delay graduation.

Students must complete a second full-time clinical education experience to be accepted into the Physical Therapy Program. Details regarding the procedure for dismissal are outlined in the Program Handbook.

Student Request to Cancel a Clinical Education Experience:

Due to the nature of the academic-clinical partnership, a student must inform and coordinate with the DCEs if they wish to withdraw or change a clinical education experience. Failure to obtain permission **prior** to initiating withdrawal will result in a failure of the clinical education experience.

APPENDICES

Appendix 1: [Student Health Form](#)

Appendix 2: [HEP B Declination Form](#)

Appendix 3: [Latex Allergy Form](#)

Appendix 4: [Utica University Student Handbook](#)

Appendix 5: [Site Development Form](#)

Appendix 6: [Benefits for Clinical Faculty](#)

Appendix 7: [Learning Contract](#)

Appendix 8: [Notification of Potential for Dismissal from a Clinical](#)