This handbook, developed by the Director & Associate Director(s) of Clinical Education, Chair and Faculty of the Department of Physical Therapy, provides the most current information about the program’s policies and procedures regarding clinical education. It is available in an electronic format via a link on the University Departmental webpage and is provided to students on our electronic learning management system and Departmental webpage. It is also sent to our clinical instructors and coordinators, upon request.

The information provided herein supplements the University-wide information found in the University Student Handbook, the University Catalog and the Physical Therapy Department Policy & Procedure Manual. This Clinical Education Policy & Procedure Manual supersedes that information as it relates to issues specifically related to clinical education in the Doctorate in Physical Therapy program. Education, from admission through graduation, is under continuous review and quality improvement; as such, the information provided in this handbook is not considered a contract. The Department of Physical Therapy reserves the right to alter its policies and procedures and requirements, as needed. Communication of any modifications, revisions, or updates to components of this document will be made via our learning management system and/or University email.

If you have questions about this handbook, please contact the Department of Physical Therapy Main Office at: 215.596.8677

Prepared by: Melissa Lesser PT, DPT, Associate Director of Clinical Education for the Department of Physical Therapy
University of the Sciences
Department of Physical Therapy
Experiential Learning Policy & Procedure Manual

I have read and understood the University of the Sciences Physical Therapy Department’s Experiential Learning Policies and Procedures. I agree to abide by the policies and procedures while in the University of the Sciences physical therapy program for all experiential learning activities. I also understand that failure to complete any of the requirements listed in this manual (criminal background check, medical exams, etc.) by the assigned due date will result in an inability to attend clinic experiences or participate in patient interaction.

________________________________________
Printed Name

________________________________________
Signature

________________________________________
Date
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**Historical Perspective**

University of the Sciences is a private institution of higher education with a commitment to excellence in teaching, research, and service. It was founded in 1821 as Philadelphia College of Pharmacy by a group of 68 Philadelphia apothecaries who met in Carpenters’ Hall to establish improved scientific standards and to train more competent apprentices and students. Although matriculation was originally limited to men, the institution began admitting both males and females in 1876.

Since its founding, the institution has steadily grown, evolving from its initial incarnation as Philadelphia College of Pharmacy (the first college of pharmacy in North America) to Philadelphia College of Pharmacy and Science. In 1998, the institution officially changed its name and status to University of the Sciences in Philadelphia, to reflect the broad spectrum of health and sciences program offerings.

In 1982, an integrated undergraduate/professional degree program was established that led to a BS in Health Science and a Master of Physical Therapy degree. In the spring of 2003, the Physical Therapy Department received approval from Pennsylvania’s Department of Education to offer an entry-level Doctoral program in the field of Physical Therapy. The Physical Therapy Program was and continues to be accredited by the Commission on Accreditation in Physical Therapy Education.
University of the Sciences Mission Statement

University of the Sciences prepares students to become leaders, innovators, and skilled practitioners in the sciences, the health professions, and related disciplines. We deliver excellence in teaching, research and service through a safe and supportive environment in which our students live, learn, and succeed.

We work toward our mission by striving for the following objectives:

- We champion innovation in inter-professional education, teaching, and research.
- We embrace scholarship, developing technology, and life-long learning.
- We foster entrepreneurship, professionalism, and collaboration, building upon our proud legacy as the first pharmacy school in the country.
- We cultivate respect, diversity, citizenship, civility, and inclusiveness.
- We pursue quality, integrity, and sustainability in all aspects of university life.
- We support our community and contribute to its economic vitality.

University of the Sciences Vision Statement

University of the Sciences will be recognized as a leader of science and healthcare education and research. We provide interdisciplinary, collaborative educational experiences and global opportunities that inspire our graduates, faculty and staff to promote positive change. Graduates will be pursued because they are compassionate health care providers, critical thinkers, and diplomats of change, effecting innovative transformation for the betterment of society.

Mission of the Department of Physical Therapy

Our mission is to educate Doctor of Physical Therapy students to practice autonomously, yet collaboratively, within evolving, complex, and diverse healthcare environments. Graduates will be prepared to be lifelong learners and movement specialists that use evidence to optimize patient/client function and health.

Vision of the Department of Physical Therapy

The vision of the Department of Physical Therapy is that graduates of the Doctor of Physical Therapy Program become healthcare professionals distinguished by leadership, innovation, and excellence in a dynamic and diverse global society.
**Experiential Learning/Clinical Education**

Experiential learning is an integral part of the curriculum of the entry-level DPT program at University of the Sciences. Experiential learning includes classroom observation, classroom lab sessions, clinical lab visits, integrated clinical experiences, as well as our four full-time clinical education experiences which are completed at scheduled intervals during the last two years of the program. The clinical education program is a strong and vital component of the entire educational program. Experiential learning is used to expose students early and often to clinical practice. Students are introduced to this from the first full semester and exposure is continued throughout the curriculum in various formats.

Classroom lab sessions provide hands-on experience within a controlled classroom lab space. This may include volunteer “patients”. Purposes of these lab sessions may include, but are not limited to, developing observation skills, performing interviewing skills, and practicing examinations, evaluation skills and interventions. Both normal function and atypical function may be covered and align directly with the didactic course work.

Short-term clinical visits during the course of the semester enhance classroom and lab sessions by providing students with “out of classroom” experiences in a variety of hospital, clinic and community settings. These visits provide structured patient interaction in real clinical settings, thus enabling the students to observe and work with patients and equipment that are difficult to bring to the classroom. Exposure across the lifespan is incorporated into these experiences.

Students will also have the opportunity to participate in a pro-bono clinic under the supervision of a licensed PT. Students in their last year of the program mentor students in the first and second year of the program while at the pro-bono clinic.

Full time clinical education experiences take place in the clinical setting with qualified clinicians mentoring the students. The didactic course work that is presented in the classroom is integrated in the clinical setting with practical hands-on experience. There are four full-time clinical experiences that must be completed by each student enrolled in the DPT program, three experiences that are 8 weeks in length and one terminal clinical education experience that is 16 weeks in length.

University of the Sciences’ DPT faculty believe that it is important that students experience a variety of practice settings and patient diagnoses, across the lifespan, during their time in classroom lab sessions, short-term clinical visits, pro-bono clinic, and/or full-time clinical education experiences. Presently, USciences has a large variety of clinical sites under contract, providing students opportunities to meet their clinical interest.

The clinical education program gives consideration to student’s preferences to individualize each student’s clinical educational experience. The school is responsible for maintaining an adequate variety of sites. There is a financial responsibility on the part of the student; this may include but is not limited to tolls, gas, parking fees, and room and board.
Experiential Learning/ Clinical Education continued

Experiential learning experiences are a very important part of USciences’ DPT program. The entire faculty is committed to ensuring that each student has a positive exposure to the clinical aspect of physical therapy as they integrate it with the didactic information. Our clinical education program strives to develop students into professional, autonomous practitioners of choice in the field of Physical Therapy.

Goals of the Clinical Education Program

1. Provide each student with integrated experiences between classroom and clinical environment.
2. Provide each student with excellent and varied clinical experiences that meet program learning goals and follow a logical progression within the curriculum.
3. Foster professional development in the areas of clinical skills and professional behaviors through the guidance of qualified clinical education faculty and clinical instructors.
4. Prepare students to emerge from the clinical education courses as entry-level physical therapists who are capable of using evidence to drive clinical practice.
State Authorization Reciprocity Agreement (SARA)

Pennsylvania is a member state of the State Authorization Reciprocity Agreement (SARA), and University of the Sciences is approved as a SARA participating institution. More information about USciences’ participation in SARA can be found on the website: https://www.usciences.edu/about/accreditation.html.

Provisions of SARA facilitate the placement of enrolled students at experiential learning (e.g clinical) sites located outside of Pennsylvania. Each state has the legal authority to independently determine its requirements and processes for professional licensure. SARA has no effect on such requirements/processes nor does it provide reciprocity for professional licensure requirements in any state or territory.

1. It has been determined that graduates of the USciences’ Doctor of Physical Therapy (DPT) program presently meet the respective educational eligibility requirements needed to pursue professional licensure in all 50 states and the District of Columbia.

2. The educational eligibility requirements necessary to pursue professional licensure in a given state are subject to change.

3. States often have other eligibility requirements, in addition to education, that must be satisfied in order to seek professional licensure.

4. It is the responsibility of the student to contact the state board for the state in which the student intends to seek licensure to find out the state licensure requirements.

5. For more information on SARA, please contact the provost’s office.
# Clinical Education Philosophy

<table>
<thead>
<tr>
<th>We value</th>
<th>Values in Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>… a combination of didactic and clinical coursework that provides a foundation for excellent clinical skills.</td>
<td>We combine both didactic and clinical coursework from the first full semester to the last full semester of the program. This includes exposing students to patient care in the classroom, in the pro bono clinic, on short visits to clinics and on full-time clinical experiences.</td>
</tr>
<tr>
<td>… patient care based on evidence-based practice, incorporating research, experience, and patient values.</td>
<td>We teach our students using available research, while teaching them how to stay current on research. We also teach them to individualize treatment based on the patient’s values and goals. In addition, we send the students out into the clinical environment for 40 weeks so that they can develop the experience necessary to give excellent care.</td>
</tr>
<tr>
<td>… professionalism and expect students to display the APTA’s Core Values at all times.</td>
<td>The Core Values are used as a guide in the classroom setting and professionalism is threaded throughout the curriculum.</td>
</tr>
<tr>
<td>… exposure to a variety of settings and patient populations.</td>
<td>Students will have exposure to a variety of practice settings and patient diagnoses, across the lifespan, during their time in classroom lab sessions, short-term clinical visits, pro-bono clinic, and/or full-time clinical education experiences.</td>
</tr>
<tr>
<td>… exposure to patient care to assist in developing clinical reasoning skills.</td>
<td>We provide the framework to make decisions and expect students to be able to formulate assessments and plans with less and less input from the clinical instructor as they progress in the program until they are independent in their decision-making.</td>
</tr>
<tr>
<td>… exposure to interprofessional interaction during clinical experiences.</td>
<td>We prioritize making clinical agreements with facilities that provide exposure to other disciplines.</td>
</tr>
<tr>
<td>… clinical sites that provide high quality physical therapy in a legal and ethical manner</td>
<td>We strive to partner with excellent clinical sites throughout the country.</td>
</tr>
</tbody>
</table>
Role of the Site Coordinator of Clinical Education (SCCE)

The Site Coordinator of Clinical Education plays a managerial role in the development of USciences’ DPT students. This person coordinates the assignments and activities of students at the clinical education site. The SCCE interacts effectively and fosters collegial relationships with parties internal and external to the clinical education site, including students, clinical instructors, clinical education site personnel, and representatives of the academic program. A SCCE may also be a clinical instructor.

Roles of the Site Coordinator of Clinical Education:

1. Serves as the liaison between the clinical site and USciences.
2. Maintains up-to-date appropriate documentation for clinical education, including but not limited to clinical education agreements, policies and procedures regarding clinical education and student/Clinical Instructor data.
3. Supervises all clinical education and is responsible for on-going assessment of the clinical education program at their site.
4. Assists and supports Clinical Instructors in performing their clinical education responsibilities.
5. Provides opportunities on an on-going basis for Clinical Instructors to participate in clinical education development programs both on-site and off-site.
6. Responsible for ensuring all information from USciences is given to the assigned Clinical Instructor (e.g. student data, USciences Clinical Education Manual, etc.)
7. Develops and maintains a formal orientation to the clinical site for the student (the SCCE, CI or appropriate staff member may present the information to the student).
8. Develops learning opportunities, which are appropriate for the clinical site, patient population, and the learning goals of the student.
Role of the Clinical Instructor

The clinical instructor (CI) plays a major role in the development of USciences’ DPT students. Like the professors at the University, clinical instructors assist in the development of professional behaviors, skills, clinical decision making, communication, and collaborative practice to enhance patient outcomes.

The following are expectations and roles of the Clinical Instructor:

1. Minimum of one year clinical experience.
2. Demonstrates an interest in clinical education as well as mentoring students to promote their learning.
3. Utilizes knowledge of the USciences DPT curriculum to create student experiences commensurate with their progression in the DPT program.
4. Demonstrates current physical therapy practice including promoting evidence-based practice.
5. Demonstrates a positive attitude and enthusiasm for clinical care and clinical teaching.
6. Provides and adjusts learning opportunities for students appropriate for setting and students level of learning.
7. Provides regular constructive feedback to the student regarding strengths, areas of improvement and progress.
8. Collaborates with the student and completes all appropriate documentation for the clinical experience. Examples include: Clinical Performance Instrument (CPI), review of Student and CI Joint Feedback Forms, in-service/project assessment form.
9. Serves as a mentor and advocate for the student.
10. Promptly communicates with the student, Site Coordinator (SCCE), and University clinical education coordinators regarding concerns and collaborates on a plan of action, as needed.
11. Provides feedback to the Site Coordinator (SCCE) and University clinical education coordinators to enhance the clinical education program.
Role of the Student

Clinical education experiences are integral to the development of USciences students.

In order to maximize learning, students should embrace clinical education by:

1. Contacting the clinical site once approved by the clinical education coordinators in order to determine any requirements such as hospital orientation, drug screens, location, if site has multiple locations, expected hours of experience, etc.
2. Following all policies and procedures of the facility.
3. Dressing in a professional manner according to the dress code of the clinical site. The USciences nametag should be worn unless the clinical site issues an alternate ID/name badge.
4. Demonstrating professional behavior in all interactions with healthcare team members, patients, family members, and staff at the clinical site.
5. Demonstrating behavior that contributes to a positive work environment.
6. Demonstrating receptiveness to feedback provided by the CI.
7. Demonstrating respect, sensitivity, and confidentiality for all patients and family with whom there is knowledge or interaction at the clinical site.
8. Functioning as a professional student and clinician, which will often require time beyond clinical hours, including but not limited to reading, research, and practicing skills.
9. Demonstrating flexibility and taking the initiative to enhance the learning experience. The student is encouraged to discuss expectations with the CI to ensure that both CI and student are meeting the demands and needs of the experience. If there is a mismatch in expectations, the student and CI are encouraged to discuss with the SCCE and/or University Clinical Education Coordinators.
10. Completing all coursework outlined in the course syllabus.
11. Regularly checking electronic learning system, experiential learning system and email for any changes or updates while on or off campus and/or at clinical site.

Failure to complete any of the requirements listed in this manual (criminal background check, medical exam, etc.) by the assigned due date will result in an inability to attend clinic and participate in any on-or off-campus experiential learning activities. This may delay progression in the program and/or graduation.
Role of the Clinical Education Coordinator

At University of the Sciences, this encompasses the Director of Clinical Education and the Associate Directors of Clinical Education. The clinical education team at USciences develops, implements and assesses the clinical education program.

The clinical education coordinator responsibilities include:

1. “Developing, monitoring, and refining the clinical education component of the curriculum
2. Facilitating quality learning experiences for students during clinical education
3. Evaluating students’ performance, in cooperation with other faculty, to determine their ability to integrate didactic and clinical learning experiences and to progress within the curriculum,
4. Educating students, clinical and academic faculty about clinical education
5. Selecting clinical learning environments that demonstrate characteristics of sound patient/client management, ethical and professional behavior, and contemporary physical therapy practice
6. Maximizing available resources for the clinical education program
7. Providing documented records and assessment of the clinical education component (includes clinical education sites, clinical educators, etc.)
8. Actively engaging core faculty clinical education planning, implementation, and assessment.”

Quotes from http://www.apta.org/ModelPositionDescription/ACCE/DCE/PT/
Accommodations for Students with Disabilities

Policy: Students with disability who have completed the formalized process with the Administrator of Student Accommodations at the University of the Sciences are able to participate in the physical therapy curriculum with documented physician activity guidelines.

Procedures:

1. Students need to complete the formalized process with the ADA Coordinator at University of the Science who will submit the appropriate paperwork to the course coordinator(s) that will identify the student’s limitations and the appropriate physician activity guidelines.

2. Students wishing to activate identified accommodations must meet with the USciences’ DCE/ADCE as soon as the accommodations are made with the ADA Coordinator, as well as, prior to their clinical experience. The student must agree to release information about the accommodation(s) to their clinical site.

3. Participation in experiential learning activities and clinical education coursework may be modified as suggested by the ADA coordinator.

4. Students wishing to use accommodations during their clinical experience should put in a request with the DCE/ADCE prior to placement. The clinical education site will be made aware of student limitations and agree that accommodations can be met at that site. Insufficient notice may lead to delays in progression.

5. Some accommodations cannot be extended to the clinical setting.
Attendance Policy during Clinical Education Experiences

**Purpose:** Attendance throughout the Clinical Education experience provides maximal exposure to opportunities for growth and development. Numerous absences can limit the student’s learning.

**Policy:** Students are expected to attend all scheduled days of their clinical experience. Students will be required to make up any missed days as determined by the clinical instructor, SCCE, and USciences’ clinical education coordinators.

**Procedures:**

1. The student will report to the clinic prior to the designated start time as established by the CI and the SCCE.
2. Emergencies or illnesses may occur resulting in the student being late or missing a day of the clinical experience.
   a. The student must notify the USciences’ clinical education coordinators within 24 hours of lateness.
   b. Any student who has any unexcused absence from scheduled clinic days is in violation of this policy. This may impact progression in the curriculum and possibly delay graduation.
   c. If the student is unable to arrive at the clinic by the designated start time, the Clinical Instructor must be notified prior to the start of patient care unless an emergency precludes early notification. It is the student’s responsibility to ensure they communicate directly with the CI to ensure he or she knows of the student’s lateness in accordance with this policy. If the CI is unavailable, the student should speak with the SCCE or assigned contact person.
   d. The CI and student will document any absences or lateness on the CPI.
3. The Clinical Instructor and USciences’ clinical education coordinators can modify the student’s schedule to adjust for missed clinic time if it will not interfere with any other academic obligations. The Clinical Instructor is not required to extend the clinical education experience. Therefore, recurring absence or lateness could result in the student’s failure to meet course requirements.
4. The student is expected to attend the clinic during regularly scheduled hours of operation. In some instances, this may require that the student be present during
weekends, evenings and holidays. See University policy “absence due to religious observance” in the student handbook for religious holiday policy and exceptions. This may require the student work more than 40 hours a week to be successful in his or her clinical experience. Students should plan accordingly regarding obligations outside of clinical education.

a. The student will contact the USciences’ clinical education coordinators if he or she believes that assigned clinical working hours are over and beyond school expectations.
Clinical Education Site Cancellation

**Purpose:** To establish a plan to replace a clinical education site in the event that the site finds it necessary to cancel a scheduled clinical education experience.

**Procedures:**

1. If a clinical education site cancels a scheduled clinical education experience, USciences’ clinical education coordinators will review with the student his or her interests, prior clinical experiences and sites remaining available for the specific clinical education experience time frame. The University clinical education coordinators will contact additional sites, as appropriate.

2. The clinical education coordinators will make all efforts to replace the student’s clinical education site as soon as possible. Length of time to replace a clinical education site is dependent upon the availability of clinical sites.

3. USciences’ clinical education coordinators cannot guarantee the replacement clinical site will be in the same geographical location or of the same setting as the cancelled site. Students should be prepared to commute or travel as necessary.
Confidentiality Policy

Purpose: To ensure that all students are aware of the confidentiality of personal health information to which they will have access in the course of their clinical education experiences.

Policy: All students will complete annual Health Insurance Portability and Accountability Act (HIPAA) training and earn a passing grade on the examination in order to participate in clinical education and experiential learning coursework.

Procedures:

1. All students who will be participating in clinical education experiences will complete annual HIPAA training to increase their knowledge of current standards and regulations regarding patient care.

2. Following the training, students will complete an examination. All students must receive a passing grade on the examination to participate in clinical education coursework.

3. Students will sign the Confidentiality Form that follows. This form will be maintained in the student’s clinical education documents in the electronic management system.
The University of the Sciences in Philadelphia has a legal and ethical responsibility to safeguard the privacy of patients and to protect the confidentiality of their health and social information.

Confidentiality of patient information and patient records is of utmost priority in any healthcare setting. While participating in clinical education experiences, students will have access to information that must remain confidential. Patients have the right to privacy and confidentiality of their medical information.

- No patient information may be released (verbally or in writing) to unauthorized personnel such as friends, family or other patients.
- Any request by the patient to release medical information must be handled by the appropriate departmental representative. No student will accept responsibility to release patient information.
- Students will not discuss patient information in public areas of the facility. This may include therapy offices if discussions in the office may be overheard by patients or others in the gym, hallway or nearby treatment area. This includes social media and after working hours.
- Students will not leave medical charts or electronic medical records unattended.
- Under no condition may samples of work containing protected health information such as evaluations, discharge summaries, or letter to physicians be removed from the premises of the healthcare facility.
- The student’s obligation to keep information confidential continues outside of work hours and after the clinical experience concludes.
- Under no circumstances should protected health information be stored on a personal electronic device. Such devices include but are not limited to cell phones, iPads, laptops, removable storage devices, personal or school issued email accounts or “cloud” storage space. See Social Media Policy for more information.

I understand that:

- Any overt or recurrent inadvertent violation of patient confidentiality will impact my grade and may result in termination of my clinical experience and/or a failing grade.
- This policy extends beyond the time allotted for the Clinical Education Experience as well as my enrollment at the University of the Sciences in Philadelphia.
- It is my responsibility to assure that I am oriented to site specific policies and procedures related to patient confidentiality.
- I am aware that my individual clinical site will have a Confidentiality Policy, and I agree to honor its terms.
Confidentiality Policy Continued

By signing this document, I understand and agree that I have read and will comply with all the terms of the above policy.

____________________________________________________
Student name (please print neatly)

____________________________________________________
Student signature

____________________________________________________
Date
CPR Certification

**Purpose:** To ensure that all students are certified in Cardiopulmonary Resuscitation (CPR) prior to participation in any experiential learning activities.

**Policy:** All students must be certified in the areas of adult, child, and infant CPR including AED in order to participate in any experiential learning activity.

**Procedures:**

1. All students must participate in a CPR course and receive certification in the areas of adult, child, infant CPR and use of AED.

2. Upon receiving this certification, all students must upload a signed and dated copy of their CPR card to the electronic experiential learning management system.

3. It is the student’s responsibility to maintain current CPR certification and to renew certification prior to experiences during which the current certification is set to expire.
Criminal Background Checks

**Purpose:** To ensure that students will meet the work eligibility criteria for clinical facilities and the pro bono clinic. This also fulfills requirements of Pennsylvania state law and site specific contracts for patient contact.

**Policy:** A student will submit a criminal background check annually in order to participate in clinical education coursework. Students offered admission to USciences and who are considering pursuing certain healthcare related careers must be aware that a positive criminal background check could lead to an inability to participate with field experience sites, not graduating on time, dismissal from the program, and/or an inability to become licensed in some healthcare or healthcare related professions.

**Procedures:**

1. All Professional Students must complete the background checks prior to participating in Pro Bono, clinical education courses, or experiential learning activities.

2. Clinical sites reserve the right to require their own background check process in addition to what the school requires. The student is responsible for the cost of any additional screenings required by the sites, unless it is the site’s policy to pay for them. Students are responsible for the cost of the criminal background checks, which include:
   a. FBI fingerprinting
   b. Certifi background check
   c. Police Access to Criminal History (PATCH)
   d. Pennsylvania Child Abuse Clearance

3. The USciences clinical education faculty and staff will verify each student has passed the background checks; the clinical site the student is assigned to will be notified that he or she has passed the screenings, as appropriate. Students are responsible for printing and housing the results of the background check and providing the full report to the clinical site should it be required. The Physical Therapy Department maintains a record in the clinical education electronic management system. Each clinical facility has the right to refuse a student based upon the results of the criminal background check. Students that have a misdemeanor on their criminal background check acknowledge that their graduation date may be delayed due to difficulty finding sites that will accept them. Students with felonies on their background checks acknowledge that it may not be possible for them to complete their clinical coursework due to inability to find a site that will accept that student.
   a. If a student does not clear the background check, they will meet with the clinical education faculty.
   b. In addition, students who do not clear the background check are referred to Student Services.
Criminal Background Checks Continued

4. Students will need to contact the licensing board of the state in which they intend to practice in order to determine how findings on a background check will affect their ability to obtain licensure.
Dissemination of Information to Clinical Facilities

**Purpose:** To promote optimal and timely communication between clinical facilities, students and the Department of Physical Therapy at University of the Sciences in Philadelphia.

**Policy:** All communication between students, clinical sites and the Department of Physical Therapy regarding clinical education information will occur in a timely manner.

**Procedures:**

1. After receiving the returned site request forms from the clinical site, our intent to use reserved clinical placements will be communicated to the site.

2. When a student is assigned to a site, that site is sent an email asking if they want an updated copy of the clinical education manual. This same offer to send the manual electronically or by mail is made annually when we send out our slot request forms. This manual is reviewed and updated annually. If a clinical site requests a copy, it will be sent to the site.

3. An updated clinical education manual is available in the electronic experiential learning management system for each student, clinical instructor, or SCCE to access at any time.

4. Specific student information including, but not limited to, student’s email address, goals and objectives, and verification of medical examination, CPR certification, and OSHA and HIPAA training, will be sent to the clinic a minimum of 4 weeks prior to the start of the student’s clinical education experience. If student placement confirmation is less than 4 weeks prior to the start of the rotation, the specific student information will be sent out within 48 hours of receiving confirmation of the site placement or within 48 hours of receiving the student’s updated introduction letter, whichever comes first. This information may be sent via email or via a link to the student’s information in our electronic experiential learning management system.

5. Student academic information is considered confidential and shared with clinical faculty only when necessary and required by contractual agreement. In such circumstances, information will be shared as outlined in Distribution of Student Information to Clinical Faculty Policy below.

6. The clinical education coordinators of USciences will direct the student when it is appropriate to contact the site. The student will contact the SCCE or assigned contact at least one month prior to the start of the clinical education experience. Contact information is located in the electronic experiential learning management system. The student will be expected to contact the site within 48 hours if placement occurs less than
4 weeks prior to the start of the experience. The student will contact the SCCE or assigned contact to introduce him/herself as well as to ask any clinic specific questions. The student is responsible for verifying whether additional requirements above what the school requires are necessary (i.e. drug testing).

**Distribution of Student Information to Clinical Faculty**

**Purpose:** Student information is considered confidential and shared with clinical faculty when necessary and required by contractual agreement.

**Procedures:**

1. Each student is required to write an introduction letter to the clinical site to which they are assigned and upload this to the electronic experiential learning management system. The letter should include the student’s contact information, a list of prior experience, and the student’s personal goals for the upcoming clinical experience. This letter will be sent to the site at least one month prior to the student starting the clinical experience. If site placement occurs less than one month prior to the start of clinical experience the letter will be sent within 48 hours of notification of site placement unless the student’s updated introduction letter is not received in the time frame. Then, the letter will be sent within 48 hours of receiving the student’s updated introduction letter. A template is available on the experiential learning management system.

2. Student information regarding academic standing is not shared with the clinical faculty.

3. Student information regarding criminal background checks is provided to the clinical faculty as long as the student has signed a FERPA form giving permission for this information to be shared. This information is provided, following consent of the student, in the information packet that is sent to each clinical site at least one month prior to the clinical experience. If site placement occurs less than one month prior to the start of clinical experience, the letter will be sent within 48 hours of notification of site placement.

4. Students who purchase specific criminal background checks at the request of the clinical facility should discuss the most appropriate means to provide this information to the site prior to the start of the clinical experience with the clinical site SCCE.

5. A student who is having sustained difficulty with professional behaviors and/or clinical behaviors will receive a learning contract aimed to assist in the development of behaviors and skills. The learning contract will be created collaboratively with input from the clinical instructor, student, and USciences DCE/ADCE(s). The student, clinical instructor, SCCE, and DCE/ACDEs will all get a copy of the document after they have signed it. A copy of the completed student learning contract will be kept in the student’s advising folder and/or scanned into the electronic experiential learning management system. Copies will be distributed to the student, Clinical Instructor and
SCCE. Please refer to the department policy and procedure manual for more information on learning contracts.

6. Information regarding a student with a disability that is registered with the ADA office at the University of the Sciences in Philadelphia will be disclosed to the clinical faculty that will be working with the student during the clinical experience, if accommodations are necessary and possible. Some accommodations cannot be extended to the clinical setting.

Dress Code

Purpose: To ensure that all students maintain a professional appearance when interacting with the community during clinical education experiences and to ensure the safety of the student and the patient, all students will follow dress code standards.

Policy: All students will adhere to the dress code standards outlined below during all clinical education experiences.

Procedures:

1. All students must adhere to the following standards of professional dress during all clinical education experiences:
   a. Clothes should cover the body so that no undergarments are visible when standing, sitting, reaching, bending or with any other patient care activity.
   b. Sturdy, clean, close-toed shoes with rubber soles and heels no higher than 1 inch should be worn.
   c. USciences and/or site-issued name tags are required.
   d. Strong perfumes, strong colognes, or perfumed soap should be avoided.
   e. Hair should be neat and clean. Hair should be off the face and out of the eyes. Shoulder length hair should be pulled back if it interferes with patient care.
   f. Nails must be trimmed and not extend beyond the tip of the fingers.
   g. Jewelry and clothing should be professional and should not contain images or words that may be offensive to others.
   h. No hats or hoods are to be worn.

2. If discrepancies between this policy and the clinical site exist, students should abide by the dress code standards of the clinical facility.

3. Repeated violations of the dress code policy may result in dismissal from the clinical experience.
Inclement Weather

Purpose: To establish a plan of action for students to follow in the event of inclement weather during a clinical experience.

Policy: All students on clinical experiences will follow their assigned sites inclement weather policy.

Procedures:

1. First and foremost, students will exercise their judgment on whether it is safe for travel from his or her residence to the assigned clinical site.

2. Students will ask the assigned CI/SCCE the site’s inclement weather policy. Students must adhere to their site’s inclement weather policy.

3. Students will communicate directly with the CI or site designee if he or she is unable to travel or attend their clinical experience secondary to weather related issues.

4. Students may be required to make up any days missed due to weather related issues at the discretion of the CI, SCCE, and DCE/ADCEs.

5. Students will notify the DCE/ADCE within 24 hours of any missed days due to weather.
Incomplete Clinical Experience

**Purpose:** To identify the process for students who are unable to complete a clinical experience.

**Policy:** Students may withdraw from a clinical experience in line with the University Policies. Withdrawal from a clinical experience will alter the student’s progression in the DPT program. The student will incur the cost of the class if they drop out of the course after the drop/add date.

**Procedures:**

1. A student who is unable to begin one clinical experience will be given the opportunity to participate in that experience during the next regularly scheduled clinical education period.

2. Students must follow the University policy regarding withdrawal timelines. A student can withdraw from a course before the eighth week of a 15-week semester or an equivalent period in a shorter term. The designation “W” will be assigned after the completion of the official withdrawal from a course.
   a. Students who withdraw from a course and subsequently register for the same course a second time will not be permitted to withdraw from that course after the drop/add period except in special circumstances as determined in consultation with USciences’ clinical education coordinators, department chair, and/or college dean.
   b. Any student who withdraws from a clinical education experience during the above noted timeframe will be required to complete the clinical experience later in the curriculum. This situation will alter the student’s progression in the DPT program and may affect his or hers graduation date.

3. Students who withdraw in accordance with the University Leave of Absence Policy within the withdrawal period will be required to repeat the entire clinical experience. Students who withdraw after the withdrawal period may be required to complete all or some of the clinical experience.
   a. The USciences’ clinical education coordinators and the Chair of the Department of Physical Therapy will review student’s cases to determine how much of the clinical experience needs to be rescheduled. The student’s performance in the experience thus far, amount of time missed, and any other pertinent issues will be considered.
   b. Additional time may be added onto existing clinical experiences considering similarity of the clinical situation, availability and willingness of the individual site(s) and the academic calendar.
   c. In the event sufficient time cannot be added to existing clinical experiences or in the event it is determined a student needs to repeat an entire clinical experience, the student may be required to make up clinical time following the completion of didactic work in the Spring semester of P3 year.
4. Incomplete grades will be replaced upon completion of all missed clinical time and Clinical Education Course requirements including completion of the Clinical Performance Instrument. Failure to complete course requirements as per the course syllabus may result in a grade of “F”.

5. The student will be permitted to continue didactic work with his or her cohort the semester following the incomplete clinical experience.

6. The student assumes responsibility for the cost of the class if withdrawal is after the deadline, even if withdrawal is due to medical leave.
Learning Contract

**Philosophy:** The Faculty recognizes that professional role development is a crucial component of physical therapy education. Learning contracts are utilized to help set concrete expectations for the DPT student, timelines to achieve expectations, and to outline the ramifications if expectations are not met.

**Purpose:** To provide a structured and formalized process to assist students in achieving all objectives for a clinical experience. The contract should include activities that will be performed to help students achieve success. It will also include timelines and consequences of not meeting expectations.

**Procedures:**

1. The following criteria should serve as a guideline in determining when a Learning Contract should be initiated:
   a. Any student who is not meeting professional behavior guidelines as outlined by the APTA Professional Core Values.
   b. Any student who has received an Incident Report or who has repeated demonstration of unprofessional behavior and who needs further guidance and oversight.
   c. During a clinical experience, the SCCE, CI, and/or DCE may determine that a learning contract is necessary to provide support and structure to increase the likelihood of a student’s successful completion of the clinical experience.

2. During clinical experiences, the learning contract will be created by the DCE/ADCE with input, as appropriate, from the department chair, CI, SCCE, and/or student.

3. During clinical experiences, the student will meet with the DCE/ADCE to discuss the learning contract. This discussion is preferred in person, but may be over the phone or video call if distance is prohibitive. The CI and/or SCCE may also be involved in the discussion. The student’s advisor will be made aware of the learning contract.

4. The DCE/ADCE will meet with the department chair and use input, as appropriate, from the CI, SCCE, and/or student, to evaluate whether or not the student has met the requirements of the contract. One of the following determinations will be made:
   a. Student has met learning contract and contract is dissolved.
   b. Student needs additional time to meet the goals of the learning contract, so completion dates are adjusted (modification).
   c. Follow through on consequences as listed on individual learning contract.
Medical Examination

**Purpose:** To promote safety of students and patients during clinical education experiences.

**Policy:** In order to participate in clinical education experiences, all students will receive an annual medical examination and appropriate medical testing, and upload the required paperwork to the electronic experiential learning management system.

**Procedures:**

1. The Physical Therapy Program Annual Physical Exam form and Physician Clearance forms are available in the electronic experiential learning management system and are available to each student enrolled in the professional years.

2. All students will obtain a medical examination and upload the completed Physical Therapy Program Annual Physical Exam form and Physician Clearance forms to electronic experiential learning management system by the beginning of the fall semester. Students in the first year at the University of the Sciences must have their physician fill out the Student Health Record, instead of the Physical Therapy Program Annual Physical Exam form. The Student Health Record form is available on the SHAC (student health and counseling) section of the USciences website. This form should be returned to SHAC.

3. Students must upload proof to the electronic experiential learning management system that they are free from tuberculosis, by the start of the fall semester. Refer to the TB testing form on the electronic experiential learning management system to determine what appropriate testing is needed for the student.

4. Based upon the employment regulations of clinical facilities, further medical testing (such as urine screening for drugs) or other requirements may be required. The student may be financially responsible for further testing.
Non-USciences Complaints

**Purpose:** To resolve and monitor complaints that fall outside the realm of due process, such as complaints from clinical education sites, employers of graduates, and the public.

**Policy:** Any complaints related to the program by persons other than students or employees of USciences are received, reviewed and responded to by the Chair of Physical Therapy in consultation with the Dean’s office. Records of the same are maintained in the Chair’s offices. These records will include the nature and disposition of the complaints.

**Procedures:**

1. Any complaints related to the program by persons other than students will be reviewed and responded to by the Chair of Physical Therapy in consultation with the Dean of the College of Health Sciences.

2. Records of the complaint and response will be maintained by the Chair of the Physical Therapy department. Records will include:
   a. Nature and disposition of the complaint

3. The Chair of the Department will then attempt to resolve the complaint, which could include meeting with involved parties, referral to appropriate resources, and any actions necessary to resolve the issue. The Chair will respond to the complainant in writing in a timely manner.

4. If the complaint concerns the Department Chair, it will be forwarded to the Dean of the College of Health Sciences. The Dean will attempt to resolve the complaint.

5. If the complaint remains unresolved by the Chair of the Physical Therapy Department, the Dean of the College of Health Sciences will meet with the complainant and attempt to resolve the issue.

6. Retaliation following a complaint submission is strictly prohibited.
OSHA/Communicable Diseases Training

**Purpose:** To ensure that students are knowledgeable regarding the health hazards associated with blood borne pathogens and that they are in compliance with Occupational Safety and Health Administration guidelines.

**Policy:** All students will complete annual OSHA/Bloodborne Pathogens training and receive a passing grade on the examination in order to participate in patient contact on and off campus, including clinical education coursework.

**Procedures:**

1. All students enrolled in the professional DPT program will participate in annual training on safety procedures with blood borne pathogens.

2. At the conclusion of the training, students will complete an examination. All students must receive a passing grade on the examination. The USciences’ clinical education coordinators will document in the electronic experiential learning management system that OSHA training has been successfully completed.
Patient Rights to Refuse Treatment by a Student

**Purpose:** To ensure that all patients have the right to receive care without penalty should they refuse care from a student physical therapist.

**Policy:** All students will respect the patient’s right to refuse treatment by a student physical therapist.

**Procedures:**

1. All policies and procedures of the clinical site, if more stringent than this policy, supersede this policy.

2. The student must clearly identify him/herself as a student physical therapist to the patient.

3. The student must request permission, when appropriate, from the patient, or if the patient is a minor, the permission of the guardian, to treat the patient.

4. The student will respect any requests not to be treated by a student physical therapist.
Readiness for Clinical Experiences

Policy: Students must have earned the minimally acceptable grade in all courses as well as received a unanimous approval vote from faculty to progress from classroom to full-time clinical experiences. A quorum of at least 2/3 of core faculty must participate in the voting process. Students on disciplinary probation from the University will not be allowed to progress to clinic.

Procedures:

1. Core faculty will determine if students have earned the minimum passing grade in the course(s) they are responsible for after the completion of grading. If a student earns a minimum passing grade in a professional level course, it denotes that they have demonstrated sufficient skill and knowledge in the areas outlined in the course syllabi. Course syllabi and program curricula are aligned with the minimum skill requirements outlined by the APTA.
   a. Faculty will communicate the names of students who did not earn a minimum passing grade to the Chair of the Department of Physical Therapy and the Director of Clinical Education.
   b. Students cannot progress to a full-time clinical experience if they fail to earn the minimal passing grades in the courses immediately preceding the clinical experience.

2. Core faculty will vote to approve progression into a full-time clinical experience for the students who successfully passed courses in the previous semester.

3. The following may prevent students from progressing into a full-time clinical experience (list is not inclusive):
   a. Students may not progress to their clinical experiences based upon significant behavioral or professional issues that have occurred during the semester prior to the clinical experience. These behaviors must be documented in the student’s file along with action plans and records of students’ progress towards goals or record of students continued difficulties.
   b. Students are on probation from the University for an Academic or Conduct sanction.
   c. Students may be prevented from participating in a clinical experience for behavioral concerns, conduct sanctions, or failure to meet requirements outlined in learning contracts.

4. If there are any concerns about student progression, the Director of Clinical Education, in coordination with the Chair of the Department of Physical Therapy, will lead a discussion with the core faculty and/or the student to resolve any concerns about readiness. After a discussion with faculty, another vote will be held to determine if the student can progress to their clinical experience.
5. If a student does not earn sufficient votes to progress to a clinical experience, the student’s academic advisor and Clinical Education Coordinators will develop a learning contract. The learning contract will denote reasons for delayed progression, an action plan to improve behaviors, and a timeline for meeting the goals outlined in the contract. Students may be able to progress to the next academic semester. Students are responsible for any financial ramifications that result from a delay in their progression in the program.

6. As per the student complaint policy, students have the right to grieve the decision. Students should follow the process outlined for student complaints in the University student handbook.

7. Students may not progress to a clinical experience if prerequisite(s) are not met. Students choosing to grieve this prerequisite shall not start their clinical experience until the grievance process is complete.
Site Evaluation

Purpose: To provide information to CI’s, SCCE’s, faculty and students regarding opportunities available at the clinical facility and overall effectiveness of clinical education site to meet students’ educational goals.

Policy: In order to successfully complete clinical education coursework, all students will complete a site evaluation for each clinical education experience.

Procedures:

1. At the completion of the clinical education experience, the student will complete the “Site Evaluation” form on our electronic management system.

2. The “Site Evaluation” form will be given by the student to the SCCE and/or CI for review.

3. Completed “Site Evaluation” forms will be reviewed by the DCE/ADCE and maintained for future reference. This information may be shared with future students.

4. If there is information on the form that the student is uncomfortable sharing because he or she does not want it shared with the site or future students, the student should set up a meeting with one of the clinical education coordinators to discuss these issues.
Site Placement: Student/Clinical Matching Program

**Purpose:** To determine clinical placement in a manner that allows students to achieve departmental and personal educational outcomes.

**Policy:** The USciences’ clinical education coordinators will make efforts to meet all reasonable needs of the student, given the availability of sites and prioritizing educational needs.

**Procedures:**

1. Clinical Site Request letters will be sent to affiliating clinics each March, on the APTA national mailing date, for the next placement cycle.

2. Based on return, the USciences’ clinical education coordinators will reserve clinical site’s offers that represent a diversity of settings and locations.

3. At the appropriate time in the academic calendar, second and third professional year students will be directed to review the list of available sites in the electronic experiential learning management system and select their top 10-15 choices.
   a. Once all students have made their selections, an algorithm is used to suggest students to sites.
   b. The USciences’ clinical education coordinators reserve the right to make final site assignments.
   c. Students not selecting 10 reserved sites by the deadline will be left out of the 1st round of the matching process.
   d. Due to popularity of some sites, all students may not be placed during the first matching process. Any student not placed will be asked to select again from the remaining sites and the process will be repeated until all students have been placed.

4. Students wishing to be placed at a clinical site not currently on the list of reserved clinical facilities or wishing to attend a first-come/first-serve site must identify the site to the USciences’ clinical education coordinators at the same time the reserved sites are submitted. Up to two special requests and up to five first-come/first-serve sites may be submitted for a maximum total of five first-come/first-serve and special request sites. These requests will be handled at the discretion of the USciences’ clinical education coordinators based on overall benefit to the student, the program, quality of the site, and availability. Fulfillment of special requests is not guaranteed and does not exempt students from the matching process.
5. Students must have a minimum of 10 reserved sites on their lists. They may supplement these sites with up to five reserved sites, up to five first-come/first-serve sites and up to two special request sites. The total amount of sites submitted cannot exceed 15.

6. Students MUST NOT contact clinical facilities or clinicians prior to or during this process. In addition the student should not condone a party, other than the USciences’ clinical education coordinators, contacting a facility on their behalf. If a student does not comply with this procedure and contacts the clinical facility, they will not be assigned to the contacted site.

7. Successful academic standing (GPA), academic performance in individual coursework, completion of academic and clinical coursework pre-requisites as well as professional behaviors are considered prior to assigning any clinical education site.

8. Students will be notified of their clinical placements at least one month prior to the scheduled start date of the clinical experience as long as the clinical site has confirmed the placement. If confirmation of placement occurs less than 4 weeks prior to the scheduled start date, the student will be notified within 48 hours of clinical site confirmation.

9. The USciences’ clinical education coordinators cannot guarantee that all of a student’s preferences will be met during the placement process. In the event a student is unable or unwilling to attend an assigned clinical site, the student’s progression in the program may be delayed.

10. To promote objectivity in the evaluation of a student’s performance, a student may be prohibited from performing a clinical experience at a site where he or she has volunteered or worked.
Technical Standards of Physical Therapy

The following are the technical standards that apply to all clinical training students in USciences’ Doctor of Physical Therapy program.

Technical standards are the non-academic admission criteria that are essential to participation in the University’s programs. These standards are categorized into the following areas: [1] communication; [2] cognition; [3] behavioral/professionalism; and [4] psychomotor skills. Applicants and students must have and maintain the ability to perform or meet these essential tasks, skills and standards with or without reasonable accommodations. By applying to and accepting admission to University of the Sciences (USciences), you acknowledge that you have read and understand the Technical Standards and believe that you have the ability to meet them, with or without reasonable accommodations.

University of the Sciences recognizes that a diverse campus community is essential to enriching intellectual exchanges and enhancing cultural understanding. The University values equality of opportunity, mutual respect, and an appreciation of diversity. As part of this commitment, the University provides reasonable accommodations to qualified students with disabilities. The University is not required to waive these essential standards, because that would be a fundamental alteration of the nature of these programs. Please refer to the Disability Services Policy for more information.

Students with disabilities who believe they require an accommodation(s) to either meet these Technical Standards, to fully access the admissions process, and/or to participate in and benefit from the program curriculum and other programs and services of USciences, are encouraged to contact the Office of Student Accommodations (OSA) at OSA@usciences.edu or 215-596-8758 to participate in a confidential consultation. Accommodations are not retroactive; therefore, students are encouraged to contact the OSA as early as possible to allow for adequate time to consider and implement any approved accommodations.

Communication

Students must be able to:

1. Communicate professionally, effectively, and sensitively with patients and all members of the health care team, both in person and in written form, that reflect professional values and those of the University.
2. Retain, recall, and deliver information in an efficient and timely manner.
3. Accurately share and record information from patients’ records, through history taking, and through communications with the healthcare team.
4. Participate in class discussions/group projects/practice labs for the purpose of delivery and receipt of scientific/medical information.
5. Identify and describe changes in affect, including facial expression, mood, emotions, activity, and posture, of others in the classroom and clinic, and respond appropriately.
6. Communicate effectively with others from varied social, emotional, cultural, and intellectual backgrounds.
7. Explain to other health care professionals, patients, and/or caregivers the reason(s) for treatment, preventative measures, disease process, monitoring plans, and need for referral.
8. Recognize and promptly respond to emotional communications (e.g., sadness, worry, agitation, pain).

Cognition

Students must be able to:

9. Analyze, interpret, and integrate information during patient examinations and throughout patient management to make clinical decisions.
10. Retrieve, recall, retain, and apply medical, scientific, and professional information and literature in the classroom and in clinical experiences.
11. Utilize effective clinical judgment and problem-solving skills to address difficulties in a timely manner within all learning environments.
12. Multi-task, prioritize, and perform tasks in an accurate, logical, and sequential manner.
13. Accurately perform scientific measurements and calculations in clinical environments.
14. Demonstrate the ability to learn effectively through a variety of modalities including, but not limited to, classroom instruction, remote learning, asynchronous learning, small group discussions, laboratory experiences, individual study, and preparation and presentation of written and oral reports.
15. Acknowledge limitations of knowledge and/or performance in order to obtain appropriate supports and provide optimal patient care.

Behavioral/Professionalism

Students must be able to:

16. Exercise professional judgment to maintain patient safety and well-being.
17. Display professional behavior, including, but not limited to, punctuality, dependability, organization, and responsibility.
18. Self-manage to adapt to rapidly changing environments.
19. Respond promptly and professionally to stressful situations.
20. Display integrity, interpersonal skills, motivation, compassion, and concern for others.
21. Self-reflect, be receptive to feedback, and modify behavior to improve skills, patient-client relationships, and patient/client outcomes.
22. Establish and maintain mature, sensitive, effective relationships with patients, families, students, faculty, staff, preceptors/supervisors, and other professionals under all circumstances.
23. Demonstrate appropriate assertiveness, delegate responsibilities, and function as part of a multidisciplinary healthcare team.
24. Identify and take responsibility for one’s own actions and decisions, inclusive of seeking supervision and/or consultation in a timely manner.
25. Demonstrate respect for differences in cultures, experiences, identities, values, and ethics among others.
26. Recognize and respond appropriately and in a timely manner to potentially hazardous situations, including those that are life-threatening.

27. Respect the confidential relationship between healthcare practitioner and patient and not violate the Health Insurance Portability and Accountability Act (HIPAA) or other applicable confidentiality obligations.

28. Abide by both the USciences’ Code of Conduct and the professional standards of practice in accordance to the respective Oaths of Healthcare Professionals.

29. Meet workloads that may be physically, emotionally, and mentally taxing, while functioning efficiently and effectively.

30. Utilize sound reasoning and practice physical therapy in an ethical manner.

Psychomotor/Motor

Students must be able to:

31. Possess psychomotor skills necessary to provide or assist in holistic physical therapy care and perform or assist with procedures and treatments.

32. Use technology to accurately record information and convey critical health-related documentation.

33. Perform a variety of exertional activities during the working period with occasional rest breaks.

34. Elicit patient information through palpation, auscultation, and perform emergency procedures such as CPR in clinical settings.

35. Possess sufficient gross motor abilities and manual dexterity, or functional equivalent, to proficiently demonstrate all program-specific competencies, including, but not limited to:

a. Safely and effectively facilitating movement of the patient’s body during transfers, functional mobility training, positioning, examinations and therapeutic interventions.

b. Performing systems reviews, including:
   i. the cardiovascular/pulmonary system through the assessment of blood pressure, heart rate, respiration rate, and edema
   ii. the integumentary system through the gross assessment of skin color, turgor, integrity, and the presence of scar
   iii. the musculoskeletal system through the gross assessment of range of motion, strength, symmetry, height, and weight
   iv. the neuromuscular system through the general assessment of gross coordinated movement and motor function
   v. the gross assessment of communication ability, affect, cognition, language, and learning style, consciousness, orientation, and expected behavioral/emotional responses.

c. Selecting, and competently administering tests and measures appropriate to the patient’s age, diagnosis and health status. Tests may include, but are not limited to, those that assess:
   i. Aerobic Capacity/Endurance
   ii. Anthropometric Characteristics
   iii. Assistive Technology
iv. Balance
v. Circulation (Arterial, Venous, Lymphatic)
vi. Self-Care and Civic, Community, Domestic, Education, Social and Work Life
vii. Cranial and Peripheral Nerve Integrity
viii. Environmental Factors
ix. Gait
x. Integumentary Integrity
   ▪ Joint Integrity and Mobility
   ▪ Mental Functions
   ▪ Mobility (including Locomotion)
   ▪ Motor Function
   ▪ Muscle Performance (including Strength, Power, Endurance, and Length)
   ▪ Neuromotor Development and Sensory Processing
   ▪ Pain
   ▪ Posture
   ▪ Range of Motion
   ▪ Reflex Integrity
   ▪ Sensory Integrity
   ▪ Skeletal Integrity
   ▪ Ventilation and Respiration or Gas Exchange

d. Competently and safely perform physical therapy interventions to achieve patient/client goals and outcomes. Interventions include:
   ▪ Airway Clearance Techniques
   ▪ Assistive Technology: Prescription, Application, and, as appropriate, Fabrication or Modification
   ▪ Biophysical Agents
   ▪ Functional Training in Self-Care and in Domestic, Education, Work, Community, Social, and Civic Life
   ▪ Integumentary Repair and Protection
   ▪ Manual Therapy Techniques (including mobilization/manipulation thrust and nonthrust techniques)
   ▪ Motor Function Training (balance, gait, etc.)
   ▪ Patient/Client education
   ▪ Therapeutic Exercise

References
1 USciences’ Disability Services Policy
2 USciences’ Code of Conduct
Technical Standards

NAME: ____________________________________________

(Please print name)

I have read and understand the purpose and guidelines of the “Technical Standards of Physical Therapy”.

I understand that successful completion of the Physical Therapy Program is contingent upon my ability to perform the skills, with or without accommodations, listed in the Technical Standards Document.

I understand that if an accommodation needs to be requested, I must assume the responsibility to contact the Office of Student Accommodations (OSA) prior to the initiation of any academic and/or clinical experiences.

I understand that reasonable accommodations in the academic setting and reasonable accommodations in the clinical setting differ.

I understand that if I have any questions regarding the “Technical Standards of Physical Therapy,” I should contact the OSA.

Once admitted and enrolled at the University of the Sciences, I understand that an academic advisor will be appointed. If I have any questions following enrollment, I should contact the Chair of the Physical Therapy Program or my academic advisor.

NAME: ___________________________ DATE: ______________

(Signature)
**Midterm Site Visits/Phone Calls**

**Purpose:** To provide optimal communication between the student, the Clinical Instructor and the University of the Sciences in Philadelphia and to evaluate the learning experience.

**Policy:** A faculty member will communicate with students and the Clinical Instructor during each clinical education experience.

**Procedures:**

1. During each clinical education experience, a faculty member from the Department of Physical Therapy or their designee will communicate with the student at least once. Contact may occur through either a site visit, phone call or video call. The USciences’ clinical education coordinators will coordinate site visit matching between faculty and students.

2. Over the course of all the clinical education experiences, USciences’ clinical education coordinators will make an effort to ensure each student will receive at least one on-site visit by the physical therapy faculty.

3. Faculty members will complete the “Clinical Site Visit” form during the interviews with the student, Clinical Instructor, and, if available, the SCCE.

4. The completed “Clinical Site Visit” form will be forwarded to the USciences’ clinical education coordinators, who will review all completed forms. These forms will then be maintained in the electronic experiential learning management system.

5. Faculty members must immediately notify the USciences’ clinical education coordinators if:
   a. The student or clinical instructor relays concerns regarding the progression of the clinical education experience.
   b. The faculty member has concerns regarding the progression of the clinical education experience.
   c. The faculty member has significant concerns about the teaching or clinical abilities of the site or CI.
Social Networking/Personal Communication During Experiential Learning

Purpose: To provide guidance on appropriate use of social networking and personal communication during experiential learning.

Policy: Students will demonstrate professional behavior in regards to social networking and personal communication during experiential learning.

Procedures:

1. **Students are not to utilize cell phones or clinical site computers for personal reasons during clinical work hours.** The assigned CI and/or SCCE should contact the USciences’ clinical education coordinators if the student is not following this policy.

2. Students should review their assigned clinical site’s policy on use of personal communication devices upon arrival to their clinical experience. Students are expected to adhere to their site’s policy on social networking and personal communication.

3. Students are prohibited from engaging in social networking with their assigned CI, SCCE, other clinical staff, faculty, or patients at the assigned clinical site while they are completing their clinical experience at the site. Refer to the USciences student manual for policy use on electronic devices and social media.
Student Complaints

Purpose: To resolve and monitor student complaints about Physical Therapy Department actions or course related issues.

Policy: The Physical Therapy Department faculty and staff will consider student complaints and concerns, will try to resolve them if possible, and will monitor them.

Procedures:

Course-Related Complaints:
1. For course-related complaints, students must first meet with the course instructor in an attempt to resolve the issue.
2. If the complaint remains unresolved, the student should then discuss the issue with the faculty liaison.
3. If the issue remains unresolved after meeting with the instructor and the Faculty liaison, the student must then meet with the Chair of the Department of Physical Therapy.
4. If the student complaint is not resolved after meeting with the Chair of the Department of Physical Therapy, the student will meet with the Dean of the College of Health Sciences.

Department of Physical Therapy Related Complaints:
1. For department-related complaints, student(s) should initially discuss complaints with his or her academic advisor in an attempt to resolve the complaint. If the complaint involves the academic advisor, students will meet with the Chair of the Department of Physical Therapy.
2. If the department related complaint remains unresolved, the student(s) must submit the complaint in writing to the Chairperson of the Department.
3. The Chairperson of the Department will then attempt to resolve the complaint which could include meeting with involved parties, referral to appropriate resources, and any actions necessary to resolve the issue. The Chair will respond to the student(s) in writing in a timely manner.
4. If the student complaint is not resolved after meeting with the Chair of the Department of Physical Therapy, the student will meet with the Dean of the College of Health Sciences.

Chair of the Department of Physical Therapy Related Complaints:
1. If the student complaint concerns the Department Chairperson, the complaint will be forwarded to the Dean of the College of Health Sciences. The Dean of the College of Health Sciences will attempt to resolve the complaint.
2. All students are encouraged to discuss issues with the person whom it directly involves first. If unresolved, then students should follow the procedures above. Students who wish a mechanism to openly and objectively review grievances or University related problems are encouraged to pursue the Student Grievance Procedure as outlined in the University Student Handbook.
Student Health during Experiential Learning Activities and Clinical Education Coursework

Policy: Students will be aware of potential health risks that could occur as a result of participation in classroom activities, experiential learning activities and clinical education coursework prior to participation in the experience. Students should follow all recommendations by the Occupational Safety & Health Administration (OSHA). Students who experience an injury during their participation in coursework, experiential learning and/or clinical experiences are responsible for costs. This may be covered through their medical insurance plan.

Procedures:

1. Students, who are participating in clinical education coursework, are required to request information regarding potential health risks at that specific site.

2. During their clinical education coursework, all students are required to read all relevant documentation about the clinical site from OSHA. Students should also read Material Safety Data Sheets regarding any chemicals used at the experiential learning or clinical education sites.

3. If a student is significantly injured during clinical education, experiential learning or classroom activities, emergency services should immediately be called. If a student is not seriously injured, but requires medical attention, he or she should contact their primary care physician or seek medical assistance from Student Health Services at University of the Sciences.

4. All students are required to have current medical insurance coverage, in accordance with USciences’ policy, which will cover appropriate medical care. A copy of current insurance must be uploaded to the electronic experiential learning management system.

5. If a student is injured prior to the start of an assigned clinical experience, he or she must inform the USciences’ clinical education coordinators as soon as possible it may affect the student’s ability to perform the essential functions of the site.
Travel Requirement for Clinical Education Experiences

**Purpose:** Promoting student travel for clinical education serves to expand the availability of quality sites and exposes the student to physical therapy practices outside of the Philadelphia region.

**Policy:** Students are expected to travel outside of the tri-state area for clinical experiences, as there are a limited amount of local sites available.

**Procedures:**

1. For each clinical education experience, students are responsible for finding appropriate housing and transportation.

2. Each student is responsible for any travel expenses (i.e. Tolls, parking, gas, room and board, meals etc.) associated with clinical education.
Unsuccessful Clinical Experiences

Purpose: To identify the process for students who are unsuccessful on a clinical experience.

Policy: Students will be given the opportunity to remediate one clinical experience.

Procedures:

1. A student who is unsuccessful on a clinical experience will receive a grade of “F” for that experience.

2. The student will meet with the USciences’ clinical education coordinators to develop a learning contract prior to the next clinical experience. The learning contract will be sent to the student’s academic advisor.

3. The student will be permitted to continue didactic work with his or her cohort the semester following the unsuccessful clinical experience.

4. During the next regularly scheduled clinical experience, the student will register for the same clinical experience that was previously failed. Course syllabus and requirements will remain the same. The student will be financially responsible for retaking the course.

5. If successful, the student will continue to progress with his cohort and will continue to take clinical education sequentially. The final clinical experience will be made up following the completion of didactic work in the spring/summer of the P3 year.

6. If the student is unsuccessful in any 2 clinical experiences, the student will be dropped from the PT program and administratively withdrawn from the University without the ability to reapply to the program.
University of the Sciences  
Physical Therapy Department  
Site Visit Form

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Date:</th>
</tr>
</thead>
</table>

Type (Circle One):  
- Site Visit  
- Phone Call  
Facility Member:  

<table>
<thead>
<tr>
<th>Facility Name:</th>
<th>Setting:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Clinical Education: □ I □ II □ III □ IV</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Clinical Instructor Name:</th>
<th>Phone number of facility:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Email of clinical instructor:</th>
<th>2nd CI name/email:</th>
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</table>

Address of Site:

**Underlined items denote red flag areas**

**Comment on the student’s overall performance meeting the expectation for this level experience related to PROFESSIONAL PRACTICE** (Includes areas of safety, professionalism, communication, accountability, professional development, and respect for individual differences as necessary):

Comment on the student’s overall performance meeting the expectation for this level experience related to PATIENT MANAGEMENT (Includes areas of clinical reasoning, documentation, examination and assessment, interventions, education, resource management and delegation):

- Describe student’s performance during evaluations (include simple and complex patients)

- Describe student’s performance during treatment sessions (include simple and complex patients)
What is the **PRODUCTIVITY EXPECTATION** of therapists at your clinical site?

- How is your work schedule structured (e.g. 4 10-hour days, 5 8-hour days, etc.)?
- How many patients is the student typically seeing in one day?
- What is the student doing outside of the clinical experience to prepare to give excellent patient care?

<table>
<thead>
<tr>
<th>For Students</th>
<th>YES</th>
<th>NO</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Is the CI effective in providing you with a quality learning experience and in helping you achieve your individual learning goals?</td>
<td>YES</td>
<td>NO</td>
<td>Comments</td>
</tr>
<tr>
<td>2. Does the CI provide feedback in a manner that is useful, respectful and timely?</td>
<td>YES</td>
<td>NO</td>
<td>Comments</td>
</tr>
<tr>
<td>3. How do you and your CI identify your goals and review your progress toward your goals (e.g. scheduled meetings, scattered down-time, etc.)</td>
<td>YES</td>
<td>NO</td>
<td>Comments</td>
</tr>
<tr>
<td>4. Would you recommend this site for future USciences students?</td>
<td>YES</td>
<td>NO</td>
<td>Comments</td>
</tr>
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<tr>
<th>For Clinical Instructors</th>
<th>YES</th>
<th>NO</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Is student is open and receptive to feedback?</td>
<td>YES</td>
<td>NO</td>
<td>Comments</td>
</tr>
<tr>
<td>2. Do you see the student integrating feedback from CI and patients into practice in a consistent and positive manner?</td>
<td>YES</td>
<td>NO</td>
<td>Comments</td>
</tr>
<tr>
<td>3. Does the student’s performance currently meet your expectations of students at this level/site? Is the student on track to meet the objectives of the clinical experience?</td>
<td>YES</td>
<td>NO</td>
<td>Comments</td>
</tr>
<tr>
<td>4. How do you and the student identify their goals and review their progress toward their goals (e.g. scheduled meetings, scattered down-time, etc.)</td>
<td>YES</td>
<td>NO</td>
<td>Comments</td>
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<tr>
<td>Student strengths:</td>
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<td>CI:</td>
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<td>SPT:</td>
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<tr>
<th>Areas student is working on improving:</th>
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<tbody>
<tr>
<td>CI:</td>
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<tr>
<td>SPT:</td>
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<tr>
<th>Has the midterm CPI been completed yet? Were there any surprises or discrepancies?</th>
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<tr>
<th>Are there PTAs or aides that the student interacts with at the site? If not, please ask the CI to simulate situations where the student would have to direct an aide and/or a PTA.</th>
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<tr>
<th>Please provide any comments or suggestions to USciences’ PT program or faculty members regarding academic preparation and/or the clinical education process and preparation:</th>
</tr>
</thead>
<tbody>
<tr>
<td>CI:</td>
</tr>
<tr>
<td>Student:</td>
</tr>
</tbody>
</table>