



Department of Physical Therapy Clinical Education Policy & Procedure Manual 2018-2019

This handbook, developed by the Clinical Education Coordinators, 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 the professional level students on our electronic learning management system. 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
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University of the Sciences
Department of Physical Therapy
Experiential Learning Policy & Procedure Manual

I have read and understood the USciences Physical Therapy Department's Experiential Learning Policies and Procedures. I agree to abide by the policies and procedures while in the USciences 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

Policy and Procedure Manual Clinical Education And Experiential Learning

University of the Sciences Department of Physical Therapy Policy and Procedure Manual: Clinical Education and Experiential Learning

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Historical Perspective

University of the Sciences is an independent 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 became coeducation 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. Then, in 1998, it changed to its current status as University of the Sciences in Philadelphia. This name reflects the university status granted to the institution by the Commonwealth of Pennsylvania in 1997 and represents the depth of current program offering.

In 1982, an integrated undergraduate/professional degree program was established that lead to a BS in Health Science and a Master of Physical Therapy degree. The Physical Therapy Program was and continues to be accredited by the Commission on Accreditation in Physical Therapy Education. 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 fall of 2006 marked the first DPT class to begin the clinical education curricular coursework.

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 The 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 the student early and often to the clinical/practical aspect of physical therapy. The student is introduced to this from the first full semester and exposure is continued throughout the curriculum in various formats in each course.

Classroom lab sessions provide hands-on experience within a controlled classroom lab space. This may include volunteer “patients”. The purpose of these lab sessions may vary from developing observation skills, performing interviewing skills, to 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 instructing 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 culminating internship that is 16 weeks in length. The first experience occurs during the second year of the program, typically November through January. The second and third experiences occur between the summer of the second and third professional years, typically April through June and June through August, with a one-week break in between. The final internship occurs during the third professional year, typically from October through February.

USciences’ DPT faculty believe that it is important that students experience a variety of clinical settings as well as a variety of clinical styles, in an attempt to provide students with the opportunity to experience a broad clinical education program. Each student is required to complete at least one experience in a setting with an inpatient care component (acute care, acute rehab, sub-acute rehab, skilled nursing facility, long-term care, or home health setting) and at least one experience in an outpatient setting (private practice or hospital-based). Presently, USciences has many clinical education sites under contract. These sites may be located

throughout the United States and/or internationally. USciences has a large variety of clinical sites providing students opportunities to meet their clinical interest.

The clinical education program gives consideration to student's preferences to individualize each student's 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 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

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

Clinical Education Philosophy

We value	Values in Action
... a combination of didactic and clinical coursework that provides a foundation for excellent clinical skills.	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.
... patient care based on evidence-based practice, incorporating research, experience, and patient values.	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.
... professionalism and expect students to display the APTA's Core Values at all times.	The Core Values are used as a guide in the classroom setting and professionalism is threaded throughout the curriculum.
...exposure to a variety of settings and patient populations.	We have 4 clinical experiences and require students to have at least one clinical experience in the outpatient setting and one clinical experience where students are exposed to more acutely ill patients (acute care, rehab center, skilled nursing facility, home care, etc.). We supplement these full-time experiences with exposure throughout the didactic curriculum that includes various patient populations such as pediatric and geriatric.
...exposure to patient care to assist in developing clinical reasoning skills.	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.
... exposure to interprofessional interaction during clinical experiences.	We prioritize making clinical agreements with facilities that provide exposure to other disciplines.
...clinical sites that provide high quality physical therapy in a legal and ethical manner	We strive to partner with excellent clinical sites throughout the country.
... our clinical instructors who partner with us to provide education for our students.	We strive to make the clinical education process as efficient as possible to eliminate unnecessary hardships on our clinical partners.

Role of the Center Coordinator of Clinical Education (CCCE)

The Center 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 CCCE 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 CCCE may also be a clinical instructor.

Roles of the Center 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, online Clinical Site Information Form (CSIF), 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 CCCE, 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 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, physical therapy skills, clinical decision making, communication, and collaborate 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. Understands educational program objectives and curriculum for 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. Provide regular 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 Weekly Summary and Goals Forms, in-service/project assessment form.
9. Serves as a mentor and advocate for the student.
10. Communicates with the student, Center Coordinator (CCCE), and University clinical education coordinators regarding concerns then collaborates on a plan of action, as needed.
11. Provides feedback to the Center Coordinator (CCCE) 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 contact is approved by the clinical education coordinators in order to determine any prerequisite requirements such as hospital orientation, drug screens, location of internship if site has multiple locations, expected hours of internships, etc.
2. Serving as a member of the clinical site team during the term of the clinical experience and 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 health care team members, patients, family members, and staff at the clinical site.
5. Demonstrating behavior that contributes to a positive work environment.
6. Demonstrating respect, sensitivity, and confidentiality for all patients and family with whom there is knowledge or interaction at the clinical site
7. 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.
8. 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 CCCE and/or University Clinical Education Coordinators.
9. Understanding and completing all coursework outlined in the course syllabus.
10. Regularly checking Blackboard and email for any changes or updates while off campus at clinical site.
11. Completing all necessary paperwork for successful completion of the course, which includes but is not limited to self-assessments, summary and goals form, and student evaluation of clinical site.

Students please note: 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.

Per the APTA, these faculty members have “administrative, academic, service, and scholarship responsibilities.”

The clinical education coordinator responsibilities include:

- “Developing, monitoring, and refining the clinical education component of the curriculum,
- Facilitating quality learning experiences for students during clinical education,
- 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,
- Educating students, clinical and academic faculty about clinical education,
- Selecting clinical learning environments that demonstrate characteristics of sound patient/client management, ethical and professional behavior, and currency with physical therapy practice,
- Maximizing available resources for the clinical education program,
- Providing documented records and assessment of the clinical education component (includes clinical education sites, clinical educators, etc.), and
- 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 Chair of the Department of Physical Therapy 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' clinical education coordinators as soon as the accommodations are made with the ADA Coordinator and prior to their clinical experience and 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. Clinical education placements will occur at clinical education sites that are aware of student limitations and agree that accommodations can be met at that site. Some accommodations cannot be extended to the clinical setting.

Attendance Policy During Clinical Education Experiences

Purpose: Attendance throughout the Clinical Education provides maximal exposure to opportunities for growth and development. Numerous absences can limit the student's educational experience in the clinic.

Policy: Students will be 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, CCCE, and USciences' clinical education coordinators.

Procedures:

1. Emergencies or illnesses may occur resulting in the student being late or missing a day of the clinical experience.
 - a. The student will report to the clinic prior to the designated start time as established by the Clinical Instructor and the CCCE. 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 speak directly to 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 CCCE or assigned contact person. The student **must** notify the USciences' clinical education coordinators within 24 hours of lateness.
 - b. If the student is unable to attend a regularly scheduled clinic day, the student will notify the Clinical Instructor in accordance with the facility's policy and notify the clinical education coordinators at the University of the Sciences within 24 hours of the missed day.
 - c. The Clinical Instructor and student will document any absences or lateness on the CPI.
2. The Clinical Instructor and USciences' clinical education coordinators can modify the student's schedule to adjust for missed clinic time if it would not interfere with any other academic obligations. However, the Clinical Instructor is not required to extend the clinical education experience, therefore, excessive absence or lateness could result in the student's failure to achieve course requirements.
3. 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 weekend, evening hours 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.

Attendance Policy During Clinical Education Experiences continued

4. 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.

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 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 rotation type of 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.

UNIVERSITY OF THE SCIENCES
College of Health Sciences
CONFIDENTIALITY POLICY

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.

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 to criminal background checks annually in order to participate in clinical education coursework.

Procedures:

1. All Professional Students must complete the background checks prior to participating in Pro Bono, clinical education courses or experiential learning activities.
2. Students are responsible for the cost of the criminal background checks, which include:
 - a. FBI fingerprinting
 - b. Certiphi 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.
 - 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.
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.
5. 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.
6. 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.

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 to access at any time. The student may share this manual with his or her CI or CCCE.
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.
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 CCCE 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 CCCE 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 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 in the documents section of 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 CCCE.
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 Clinical Education Coordinators. The student, Clinical Instructor, CCCE, and Clinical Education Coordinators will all get a copy of the document after they have signed it. A copy of the completed student learning contract will be contained in the student's advising folder and/or scanned into the experiential learning management system. Copies will all be distributed to the student, Clinical Instructor and Center Coordinator for Clinical Education. Please refer to the department policy and procedure manual for more information on learning contracts.

Distribution of Student Information to Clinical Faculty continued

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 during all clinical education experiences:
 - a. Students are expected to dress professionally.
 - b. Clothes should cover the body so that no undergarments are visible when standing, sitting, reaching, bending or with any other patient care activity.
 - c. Sturdy, clean, close-toed shoes with rubber soles and heels no higher than 1 inch should be worn.
 - d. Student's shirts should be button down, tailored or professional with no logos or writing.
 - e. USciences and/or site-issued name tags are required.
 - f. Strong perfumes, strong colognes or perfumed soap should be avoided.
 - g. Hair should be neat, clean and of a natural human color. Hair should be off the face and out of the eyes. Shoulder length hair should be pulled back if it interferes with patient care.
 - h. Nails must be trimmed and not extend beyond the tip of the fingers.
 - i. Jewelry should be limited to a wristwatch, earrings that do not dangle beyond the earlobe and necklaces that do not dangle lower than the mid-sternal level. Jewelry should not contain images or words that may be offensive to others.
 - j. 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.

Essential Functions/Technical Standards of Physical Therapy

Purpose: It is the mission of the Department of Physical Therapy "...to educate Doctor of Physical Therapy students to practice autonomously within an evolving, complex, and diverse healthcare environment." Our mission statement reflects the University's focus on educating students to become leaders within their respective disciplines and is facilitated through the institution-wide learner centered educational philosophy. This philosophy requires that the students actively engage in outcome driven classroom, laboratory, experiential, and clinical education activities.

Students in the Doctor of Physical Therapy (DPT) program are required to acquire and integrate a large body of scientific knowledge, while simultaneously developing the clinical skills, behaviors and attitudes of entry-level physical therapy practice. The DPT program selects applicants who we believe have the ability to become entry-level physical therapists ready to meet the challenges of today's health care environment. In accordance with the accreditation standards of the Commission on Accreditation for Physical Therapy Education (CAPTE), the DPT program has the prerogative and ultimate responsibility for selection and evaluation of its students; the design, implementation, and evaluation of its curriculum; and the determination of who is eligible to be awarded a degree.¹ Admission and retention decisions made by the faculty are based on academic achievement as well as non-academic factors. Students are evaluated across academic and non-academic factors to ensure that they can successfully perform the essential functions of the academic program required for graduation.

The DPT program meets our responsibility to society to graduate knowledgeable, competent and caring physical therapists, by requiring that students meet academic standards as well as the essential functions of the program. Consistent performance across all of these domains is required to enter into the program, to progress through the curriculum and to meet the requirements for graduation from the DPT program. Policies and procedures outlining academic requirements for entrance into the DPT program (Admission Review, Readmission to the Professional Program), progression through the program (Academic Standards – Professional Years, Repeating Professional Courses) are located in the DPT Student Handbook. Policies and procedures for eligibility for graduation are located in the USciences Student Handbook: Requirements for Graduation.

Essential Functions refer to acceptable demonstration of mastery and/or competence in various disciplines throughout the professional phase of the DPT program. Acceptable levels of mastery are judged by faculty members, examinations, and other measurements of performance. These areas of competency are:

1. **Affective skills** that include emotional, behavioral/social, professionalism, and cultural competence.
2. **Cognitive skills** that include sufficient intellectual, conceptual, integrative and quantitative abilities to make effective judgements about patient/client management.
3. **Motor skills** that include all necessary psychomotor clinical skills for patient care.
4. **Sensory skills** including perceptual and observation skills necessary for patient care.
5. **Communication skills** including verbal (oral and written) and non-verbal abilities.

These Essential Functions are the aptitudes and abilities that allow physical therapy students (and physical therapists) to complete the professional curriculum and to perform the clinical skills consistent with Patient/Client Management as detailed in the *Guide to Physical Therapist Practice*. These Essential Functions are described in detail below.

Students with Disabilities

It is our experience that individuals with disabilities (as defined by Section 504 of the Rehabilitation Act and the Americans with Disabilities Act) may be qualified to study and practice physical therapy with the use of reasonable accommodations. To be qualified for the study of physical therapy in the DPT program at the University of the Sciences, students must be able to meet both our academic standards and essential functions, with or without reasonable accommodation. Accommodation is viewed as a means of assisting students with disabilities to meet essential standards by providing them with an equal opportunity to participate in all aspects of each course or clinical experience. (Reasonable accommodation is not intended to guarantee that students will be successful in meeting the requirements of any one course or clinical education.)

The Use of Auxiliary Aids and Intermediaries

Qualified students with documented disabilities, who are provided with reasonable accommodations, may use an intermediary or an auxiliary aid. No disability can be reasonably accommodated with an intermediary that provides cognitive support or substitutes for essential clinical skills, or supplements clinical and ethical judgement. Such reasonable accommodations should be designed to help the student meet learning outcomes without eliminating essential program elements or fundamentally altering the DPT curriculum. Thus, accommodations cannot eliminate essential program elements or fundamentally alter the DPT curriculum.

Procedures:

1. Upon admission to the Physical Therapy Program at University of the Sciences all students must sign a form acknowledging that they have read and understand the essential functions.
2. Students who may have concerns about meeting these expectations are advised to meet with the Chair of the Department of Physical Therapy.
3. If a student feels that he/she requires reasonable accommodation for didactic and/or clinical components of program, he/she must contact the Assistant Dean of Students in the Division of Student Affairs before any accommodations can be made. Students who have a change in status at any point during their matriculation in the PT program requiring accommodation should begin this process at the time of status change.
4. Due to the time it takes to properly evaluate a student's needs and to implement reasonable accommodations, students are required to immediately notify the Chair of the Department of Physical Therapy if there is a change in your ability to meet any component of the essential functions.

Essential Functions:

Communication:

Use appropriate verbal, nonverbal, and written communication with all individuals when engaged in physical therapy practice, research, and education, including patients, clients, families, caregivers, practitioners, consumers, payers, and policy makers.

Verbal:

- Express own ideas and feelings clearly and demonstrate a willingness and ability to give and receive feedback.
- Receive and send verbal communication in emergency situations in a timely manner within the acceptable norms of clinical settings.
- Analyze and communicate information on the patient's status with accuracy in a timely manner to members of the health care team, including seeking supervision and consultation in a timely manner.
- Demonstrate interpersonal skills as needed for productive classroom discussion, respectful interaction with classmates and faculty, and development of appropriate therapist-patient relationships.
- Communicate clearly and audibly during interactions with classmates, professors, patients and members of the healthcare team.
- Listen attentively and actively in order to receive and interpret oral communication.
- Communicate effectively and sensitively in English with other students, faculty, staff, patients, family, and other professionals, in both oral and written formats.
- Elicit a thorough history from patients; and communicate complex findings in appropriate terms to patients and to various members of the health care team.

Written:

- Receive, write, and interpret written communication in both academic and clinical settings.
- Read and record observations and plans legibly, efficiently, and accurately in documents such as patient's record, which may be written or electronic.
- Complete reading assignments and search and evaluate the literature.
- Complete written assignments and maintain written records, including both handwritten and electronic.

Non-Verbal:

- Establish rapport with client, caregivers and colleagues.
- Observe patients for the purposes of eliciting information; accurately describing changes in facial expression, mood, activity, and posture; and perceiving nonverbal communication.
- Recognize and promptly respond to emotional communications such as sadness, worry, agitation, pain and lack of comprehension of therapist communication.
- Use therapeutic communication, such as attending, clarifying, coaching, facilitating, and touching.

Motor:

Students majoring in physical therapy must possess a variety of gross and fine motor skills. These skills are reflective of the physical capacities required to perform the job of a physical therapist in a wide variety of settings. Students must be able to:

- Maintain and assume a variety of positions including sitting for up to two hours continuously, frequent standing, walking, bending, squatting, kneeling, stair climbing, reaching forward, reaching overhead, turning and movement of the trunk and neck in all directions.
- Perform manual material handling and manipulation of various sizes and weights including lifting and transferring patients, guarding patients during gait training on level surfaces/uneven surfaces/ramps/stairs, pushing and pulling to provide resistance and to assist in maneuvering patients. Specific requirements include:
 - Safely lift up to 50 pounds independently
 - Safely lift up to 200 pounds with assistance
 - Safely push and pull up to 200 pounds
 - Demonstrate strong bilateral grasp during joint mobilization/manipulation and manually resisted exercise, bilateral gross and fine motor control and strength to perform therapeutic massage, fine motor control to manipulate testing instruments/equipment/writing instruments/computers.
 - Manually palpate various body structures during examination and intervention procedures.

Essential Functions/Technical Standards of Physical Therapy continued

- Balance self and provide support and balance to patients on a variety of surfaces including level and uneven ground, ramps, curbs, and stairs.
- Have sufficient endurance to continue performing a variety of exertional activities for up to 8-12 hours with occasional rest breaks.
- Respond quickly to emergency situations by lifting/pushing/pulling patients, applying force to perform CPR, assist with transporting patients.

Sensory Abilities:

Includes the ability to perceive all information necessary for effective patient/client management inclusive of functional use of vision, hearing and tactile sensations. During classroom, laboratory and experiential learning activities (including but not limited to participation in one-on-one interactions, small group discussions and presentations, large-group lectures, and patient encounters) student must be able to perceive the presentation of information through:

- Visual observation of:
 - Audiovisual presentations and written materials in lecture.
 - Laboratory demonstrations and procedures.
 - Patients/clients (at a distance and close at hand).
 - Treatment equipment, inclusive of textual and graphic readouts, and environment (at a distance and close at hand).
- Auditory ability for:
 - Effective auscultation/auditory evaluation inclusive of but not limited to: lungs, heart, apical pulse, blood pressure, joint noises, and prostheses.
 - Environmental cues inclusive of but not limited to: phones, overhead paging systems, verbal communication in a setting with competing ambient noise.
- Tactile ability for:
 - Appropriate feedback related to safe application of gradient pressures during examination and intervention (including but not limited to: palpation, manual muscle testing, joint mobilization, percussion, massage).
 - Appropriate feedback for manipulation of dials, sensors, switches on all examination and therapeutic equipment.

Affective

Possess the emotional health required for the full utilization of his or her intellectual abilities, the exercise of good judgement, the prompt and safe completion of all responsibilities attendant to the diagnosis and care of patients and families.

Maintain mature, sensitive, and effective relationships with patients, students, faculty, staff and other professionals in academic and clinical environments including highly stressful situations.

Possess the emotional stability to function effectively under stress and to adapt to an environment that may change rapidly without warning and/or in unpredictable ways.

Understand that his or her values, attitudes, beliefs, emotions, and experience affect his or her perceptions and relationships with others.

Possess the ability to reason morally and practice physical therapy in an ethical manner

Demonstrate willingness to learn and abide by professional standards of practice.

Possess attributes that include compassion, empathy, altruism, integrity, honesty, caring, fairness, responsibility, concern for others, accountability, interest, tolerance and motivation.

Interact effectively with individuals, families, and groups from a variety of social, emotional, cultural and intellectual backgrounds in a variety of settings.

Acknowledge and respect individual values and opinions in order to foster harmonious working relationships with colleagues, peers, and patients/clients.

Demonstrate the ability to be self-reflective.

Maintain general good health, self-care, and hygiene in order not to jeopardize the health and safety of self and individuals with which one interacts.

Possess adequate endurance to tolerate physically, emotionally, and mentally taxing workloads and to function effectively under time constraints, proactively making use of available resources to help maintain both physical and mental health.

Accept suggestions and criticisms and, if appropriate, to respond by modifying their behavior.

Demonstrate appropriate assertiveness, delegate responsibilities, and function as part of a physical therapy team.

Cognitive

Students majoring in physical therapy must possess sufficient intellectual-conceptual ability that includes the capacity to use integrative and quantitative abilities and make decisions. These cognitive skills are critical for the physical therapist to make clinical decisions during the examination, evaluation, diagnosis, prognosis, and intervention activities for patient/client management. Students must be able to:

- Recall and retain information in an efficient manner in order to meet the minimal requirements classroom and clinical environments to provide safe and effective patient care.
- Gather information during patient examinations and throughout patient/client management to make clinical decisions.
- Appraise information to determine appropriate tests and measures during the patient/client examination.
- Evaluate the information gleaned from the patient/client examination, including patient history and any available medical/surgical/radiologic information, to formulate patient/client diagnoses, prognoses, and plans of care.
- Acknowledge limitations of knowledge and/or performance in order to provide safe, effective patient care including the necessity of referring the patient/client to other healthcare professionals.
- Prescribe therapeutic home programs as indicated by the results of the examination, utilizing a variety of instructional methods for patient/clients and/or family members.

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/CCCE 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, CCCE, and USciences' clinical education coordinators.
5. Students will notify USciences' clinical education coordinators 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.

Incomplete Clinical Experiences continued

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 guidelines 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 CCCE, 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 devised by the Clinical Education Coordinators with input as appropriate from department chair, CI, CCCE, and/or student.
3. During clinical experiences, the student will meet with the Clinical Education Coordinators to discuss the learning contract. This discussion is preferred in person, but may be over the phone if distance is prohibitive. The CI and/or CCCE may also be involved in the discussion. The student's advisor will be made aware of the learning contract.
4. The Clinical Education Coordinator will meet with the department chair and use input, as appropriate, from the CI, CCCE, 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 document section of 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. Students will have a minimum of an initial two- step PPD and then an annual one step PPD. In cases of a positive PPD, a chest x-ray may be required, dependent upon the site requirements and Center of Disease Control guidelines. The student may be financially responsible for further testing.
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 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 patient contact on and off campus, including clinical education coursework.

Procedures:

1. All students enrolled in clinical education 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 on the Annual Compliance Competencies Verification form 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 receive a unanimous approval vote from faculty to progress from classroom to full-time clinical experiences. A quorum of at least 2/3 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 grade.
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.
 - a. Prior to each full-time clinical experience, faculty must vote to approve that each student may begin their clinical experience. A quorum of at least 2/3 of core faculty must participate in the voting process. Unanimous approval by this quorum is required to progress to a clinical experience. Students may be prevented from participating in a clinical experience for behavioral concerns, conduct sanctions, or failure to meet requirements outlined in learning contract.
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.
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.

Readiness for Clinical Experiences continued

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 Policy and Procedure manual.

Site Evaluation

Purpose: To provide information to CI's, CCCE'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 CCCE and/or CI for review.
3. Completed "Site Evaluation" forms will be reviewed by the Clinical Education Coordinators 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 sites 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 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.

Site Placement: Student/Clinical Site Matching Program continued

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.

Midterm Site Visits/Phone Checks

Purpose: To provide optimal communication between the student, the Clinical Instructor and the University of the Sciences in Philadelphia.

Policy: A faculty member will communicate with each student 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 will communicate with the student at least once. Contact may occur through either a site visit or a phone 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 CCCE.
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 CCCE 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, CCCE, 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.

University of the Sciences
Physical Therapy Department
Site Visit Form

Student Name: _____ **Date:** _____

Type (circle one): *Site Visit* *Phone Call*

Facility Name: _____ **Faculty Name:** _____

Rotation Type: _____ **Clinical Education:** I II III IV

Clinical Instructor Name:	Phone number of facility:
Email of clinical instructor:	2nd CI name/email:
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 activities is the student doing outside of the clinical experience to prepare the student to give excellent patient care?

For Students	YES	NO	Comments
1. Is the CI effective in providing you with a quality learning experience and in helping you achieve your individual learning goals?			
2. Does the CI provide feedback in a manner that is useful, respectful and timely?			
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.)			
4. Would you recommend this site for future USciences students?			
5. What levels of clinical education are appropriate for this particular site? <input type="checkbox"/> I <input type="checkbox"/> II <input type="checkbox"/> III <input type="checkbox"/> IV			

For Clinical Instructors	YES	NO	Comments
1. Is student is open and receptive to feedback?			
2. Do you see the student integrating feedback from CI and patients into practice in a consistent and positive manner?			
3. Does the student's performance currently meet your expectations of students at this level/site?			
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.)			
5. What levels of clinical education are appropriate for this particular site? <input type="checkbox"/> I <input type="checkbox"/> II <input type="checkbox"/> III <input type="checkbox"/> IV			

Student strengths:

CI:

SPT:

Areas student is working on improving:

CI:

SPT:

For student: Give an example of how, on this clinical experience, you have used an intervention or evaluation technique that you learned in a course at USciences

Has the midterm CPI been completed yet? Were there any surprises or discrepancies?

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.

Please provide any comments or suggestions to USciences' PT program or faculty members regarding academic preparation and/or the clinical education process and preparation:

CI:

Student: