

Dr. Pallavi Patel College
of Health Care Sciences
NOVA SOUTHEASTERN UNIVERSITY



Professional DPT Program-Fort Lauderdale Clinical Education Handbook

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Introduction

The Nova Southeastern University (NSU) Department of Physical Therapy Fort Lauderdale is proud to partner with clinical affiliates to provide clinical education experiences for our Doctor of Physical Therapy (DPT) students. The DPT program is fully accredited by the Commission on Accreditation of Physical Therapy Education (CAPTE). The information and resources found in this handbook provide guidance about the policies and procedures for the implementation of the clinical education component of the DPT program curriculum. This handbook serves as a reference for the Director and Assistant Director of Clinical Education (DCE/ADCE), program faculty, Site Coordinators of Clinical Education (SCCEs), Clinical Instructors (CIs), DPT students, facility staff, patients/clients, and any other interested parties. It is the intent of this handbook to improve communication and clarify expectations between NSU PT Ft. Lauderdale, clinical sites, and the students regarding policies and procedures pertaining to clinical education. The Clinical Education Handbook does not replace the necessary communication between the clinical sites and the NSU Ft. Lauderdale DPT program. The handbook is reviewed regularly by the DCE/ADCE in consultation with the program director for approval of revisions.

If clarification on any information within the Handbook is needed, please contact the DCE/ADCE.

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Glossary of Terms

University

Nova Southeastern University (NSU) is the university through which an academic degree is granted. This definition is synonymous with ACAPT's definition of academic institution.

Program

NSU Doctor of Physical Therapy (DPT) Program – Fort Lauderdale is the specific degree program in which the student physical therapists are enrolled.

Didactic Curriculum

The component of the physical therapist professional education program that is comprised of the content, instruction, learning experiences, and assessment directed by the academic faculty.

Clinical Education Curriculum

The portion of a physical therapy education program that includes all integrated and full-time clinical education experiences as well as the supportive preparatory and administrative components.

Clinical education

A formal, supervised experiential learning experiences, focused on development and application of patient/client-centered skills and professional behaviors. It is designed so that students gain substantial, relevant clinical experience and skills, engage in contemporary practice, and demonstrate competence before beginning independent practice. Experiences include those of short and long duration (e.g., part-time, full-time), provide a variety of learning opportunities, and include physical therapy services for patients/clients across the lifespan and practice settings. While the emphasis is on the development of patient/client physical therapy skills, experiences may also include and inter-professional experiences and non-patient/client service delivery such as research, teaching, supervision, and administration.

Full-time Clinical Education Experience

A full-time clinical education experience is a clinical education experience in which a student is engaged for a minimum of 35 hours per week. Full-time clinical education experiences designated to achieve the minimum number of weeks set forth by CAPTE are directed by a physical therapist clinical instructor.

Integrated Clinical Education (ICE) Experience

Integrated Clinical Education (ICE) is an individual experiential learning experience in an authentic clinical setting which supports student exposure, integration and application of classroom and new knowledge and skills into clinical practice under guidance of a PT clinical instructor. ICE aligns to objectives, includes formative feedback, and entails a post-experience assignment(s) which contribute to development and assessment of student clinical readiness.

Clinical Education Agreement

A formal and legally binding agreement that is negotiated between academic institutions and clinical education sites or individual providers of clinical education that specifies each party's roles, responsibilities, and liabilities relating to student clinical education.

Clinical Education Site

A health service delivery agency or other setting in which clinical education experiences are provided for physical therapist students. The clinical education site may be, but is not limited to, a hospital, agency, clinic, office, school, or home and is affiliated with the educational program(s) through a contractual agreement.

Exxat Clinical Education Management System

The NSU DPT Program Ft. Lauderdale utilizes Exxat as an online Clinical Education Management System for student information, clinical site management, student clinical placement, data management, and reporting.

Director of Clinical Education (DCE)

Academic faculty member who is responsible for planning, directing, and evaluating the clinical education program for the academic institution, including facilitating clinical site and clinical faculty development.

Assistant Director of Clinical Education (ADCE)

The ADCE assists the DCE in planning, directing, and evaluating the clinical education program for the academic institution, including facilitating clinical site and clinical faculty development.

Academic Clinical Faculty

NSU physical therapy academic faculty who assist in the monitoring and evaluating of students during clinical education experiences. Academic Clinical Faculty may also conduct site visits/phone calls or alternate communication with students and CIs during clinical education experiences.

Clinical Support Coordinator

The Clinical Support Coordinator is a staff member of the academic institution who assists with administrative duties related to the clinical education program.

Site Coordinator of Clinical Education (SCCE)

A professional who administers, manages, and coordinates clinical assignments and learning activities for students during their clinical education experience at designated clinical site(s). In addition, this person determines the readiness of persons to serve as preceptors and clinical instructors for students, supervises preceptors and clinical instructors in the delivery of clinical education experiences, communicates with the academic program regarding student performance and provides essential information to academic programs.

Clinical Instructor (CI)

The physical therapist responsible for the physical therapist student and for directly instructing, guiding, supervising, and formally assessing the student during the clinical education experience. When engaged in full-time clinical education designated to meet the minimum number of weeks required by CAPTE, the clinical instructor must be a licensed physical therapist with a minimum of one year of full- time (or equivalent) post-licensure clinical experience.

Physical Therapist Student

Student enrolled in a CAPTE-accredited or approved developing physical therapist professional education program. Students should be referred to as a student physical therapist.

Supervision

Guidance and direction provided to a student physical therapist by a clinical instructor. This varies based on the complexity of the patient/client or environment, jurisdiction and payer rules and regulations, and abilities of the student physical therapist.

Clinical Performance Assessment

Formal and informal processes designed to appraise the student physical therapist performance during clinical education experiences. Assessment may be formative or summative in nature and performed for the purposes of providing feedback, improving learning, revising learning experiences, and determining successful attainment of student performance expectations during clinical education experiences.

NSU uses the Clinical Performance Instrument (CPI) version 3.0 (endorsed by the APTA as the clinical performance evaluation tool for full-time clinical education experiences. The CPI is a valid, reliable, and multidimensional clinical performance assessment tool utilized to determine if, and how well, a student meets established objectives during clinical education experiences.

Entry-Level Physical Therapist Clinical Performance

Performance that demonstrates knowledge, skills, and behaviors consistent with effective, efficient, and safe patient/client management to achieve optimal outcomes as determined by the clinical site's complexity, caseload, and setting.

Program Evaluation

Clinical Education Advisory Board

The NSU DPT Fort Lauderdale Clinical Education Advisory Board is a voluntary committee comprised of stakeholders representing various interests in clinical education. The Board serves to inform the program on contemporary issues facing clinical practice, clinical education, placement, and student performance in the clinic. The Board offers input regarding the implementation and assessment of the clinical education program, which is shared with the curriculum committee and the program faculty. Meetings of the Board are held twice a year.

Clinical Site Visit

The program may conduct announced or unannounced clinical site visits. The purpose of the site visit is to cultivate relationships with clinical sites and personnel, appraise the clinical site environment and opportunities, determine evidence of contemporary practice, ascertain that the program's educational objectives are being met, evaluate effectiveness of CI/SCCE, and assess student performance. Site visits may be completed in-person or by phone or virtual platform. NSU faculty conducting site visits will document the visit in Exxat.

Clinical Site Evaluation

Students submit a clinical site evaluation in Exxat using the APTA Physical Therapist Student Evaluation. The program uses this information to make recommendations to the Program curriculum committee

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regarding possible didactic and clinical curriculum changes. Student ratings and comments are reviewed for appraisal of clinical site effectiveness.

Clinical Instructor Evaluation

Students submit a clinical instructor evaluation in Exxat using the APTA Physical Therapist Student Evaluation. Student ratings and comments are reviewed for appraisal of clinical instructor effectiveness.

DCE and ADCE Evaluation

The DCE and ADCE are evaluated by students, CIs, and SCCEs via survey delivered through Exxat. Students are given the opportunity to anonymously complete the ADCE evaluation following the completion of their first full-time clinical education experience and the DCE evaluation following the completion of the third full-time clinical education experience. CI and SCCE feedback are requested at the completion of full-time clinical education experiences. Data from all evaluations are analyzed by DCE, ADCE, and Program Director to formulate action plans as needed.

Policy Review

The handbook is reviewed regularly by the DCE/ADCE in consultation with the program director for approval of revisions. Students attest to review of the handbook annually and will be notified by the DCE/ADCE of any subsequent revisions.

Statement of Non-Discrimination

Students shall perform patient management without regard to race, color, religion or creed, sex, pregnancy status, national or ethnic origin, no disqualifying disability, age, ancestry, marital status, sexual orientation, gender, gender identity, military service, veteran status, or political beliefs or affiliations, and to comply with all federal and state nondiscrimination, equal opportunity, and affirmative action laws, orders, and regulations, consistent with NSU policy. Visit

https://www.nova.edu/publications/chcs/chcs_student_handbook/index.html to review the full University Equal Opportunity/Nondiscrimination Policy

Rights and Responsibilities

Responsibilities of DCE and ADCE

The DCE and ADCE must:

- Develop and implement the clinical education program.
- Confirm eligibility of students for clinical education experiences.
- Provide students with information about the clinical sites.
- Assign placements for each student.
- Provide necessary student contact information to SCCE/CI.
- Communicate regularly with SCCE/CI.
- Provide the clinical site with teaching and learning resources.
- Coordinate and schedule site visits.
- Inform students of the facility's health and other requirements prior to beginning a clinical experience at the facility.

- Ensure student compliance with NSU and clinical site rules, requirements, regulations, policies, and procedures.
- Facilitate completion of required student onboarding and orientation prior to clinical education experiences.
- Provide the clinical site with access to current clinical education handbook and program and University resources and educational opportunities.
- Review results of site and CI evaluations and provide feedback to CI/SCCE.
- Review and revise the Clinical Education Handbook regularly.
- Provide feedback to students on clinical education assignments.
- Review all assessments and determine students' final grades for each clinical education experience.

Responsibilities of the Program to Clinical Site

Specific responsibilities of the Program to individual clinical facilities can be found in each clinical education affiliation agreement. General responsibilities of the Program must:

- Assign students who have completed the prerequisite didactic curriculum for purposes of clinical experiences as part of the program.
- Provide the Facility with the objectives for the clinical experience based on the level of assigned student, clinical handbook, student assessment information, and any other forms to be completed by facility with respect to the student clinical experiences.
- Maintain, for itself and the students, professional liability insurance.
- Provide students with training in universal precautions (OSHA standards) for prevention of HIV and other infectious diseases.
- Evaluate student clinical education experiences through site visits, emails, and reviews of student assignments.
- Establish and maintain a current clinical education agreement with clinical facility.
- Reserve the right to terminate a clinical education assignment if in the best interest of the student, university, or facility.

Clinical Site and SCCE Responsibilities

Specific responsibilities of the Clinical Site and SCCE can be found in each clinical education affiliation agreement. General responsibilities of the clinical site and SCCE must:

- Ensure students are appropriately supervised in accordance with state and federal regulations.
- Verify students do not represent themselves as employees of the facility and will not replace staff.
- Provide learning experiences appropriate to the student's level of knowledge and in accordance with educational objectives.
- Retain responsibility for all patient care services provided by the student under the supervision of the assigned clinical instructor.
- Provide a safe learning environment which fosters a culture of justice, equity, diversity, inclusion, belonging, and anti-racism.
- Identify and assign physical therapists who meet qualifications to serve as Clinical Instructor.

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- Provide information of assigned CI(s) for the student to the program.
- Communicate relevant information from program to CI.
- Provide student with pertinent site information prior to student start date.
- Orient student to facility policies, procedures, rules, and regulations.
- Introduce students to key clinical and auxiliary personnel at the clinical site.
- Notify the program of any concerns or incidents that arise during a clinical education experience.

Clinical Instructor Responsibilities

Clinical Instructors must:

- Hold an active physical therapist license in their current state of practice.
- Have a minimum of one year of full-time clinical practice experience as a licensed PT.
- Review and abide by the NSU Clinical Education handbook.
- Complete APTA CPI 3.0 training.
- Provide a current and accurate APTA e-mail address for CPI 3.0 pairing.
- Serve as a role model and maintain ethical and legal standards.
- Review clinical site objectives and expectations with student.
- Provide clinical instruction in accordance with the program's clinical education objectives, and the availability of patients and other clinical resources at the facility.
- Collaborate with the student to identify effective learning, teaching, and communication styles.
- Provide opportunity for the student to engage in full-time clinical education experience for a minimum of 35 hours per week.
- Provide direct supervision of the student in accordance with state and federal regulations.
- Designate an alternate CI when absence occurs with timely student and SCCE notification.
- Provide student with timely feedback on their clinical and professional performance, including formal review of weekly assignments and completion of the clinical performance assessment.
- Develop proficiency of the student's professionalism and patient/client management skills to provide safe and effective care.
- Evaluate student progress accurately and objectively.
- Appropriately progress student caseload management and responsibility, including patient complexity
- Provide student access to patient records and documentation to allow for instruction and evaluation of the student's ability to chart review, document, and bill for services rendered.
- Co-sign all student documentation in accordance with state and federal regulations.
- Participate in site visits upon request.
- Respect the rights and dignity of the student.
- Immediately notify Program of any concerns in student professionalism and/or performance in patient/client management.
- Immediately notify the DCE/ADCE of any incident involving a student for which an incident report is filed at the facility.

Rights and Privileges of SCCEs and CIs

In recognition of the clinical experiences provided by the SCCEs and CIs to the NSU DPT students, the program provides:

- Continuing education courses and seminars hosted by the NSU PT Department, offered to SCCEs and CIs free of charge or for a nominal fee.
- Information regarding APTA CI credentialing courses.
- Upon request and contingent on faculty availability, continuing education seminars provided by NSU faculty at clinical sites who routinely take DPT students for clinical experiences.
- Online NSU library access through an application process.
- Dissemination of resources and information related to clinical education.
- Continuing education hours awarded to CIs disseminated upon conclusion of a clinical education experience. (Note: According to the Florida Board of Physical Therapy, the CEHs for student supervision can only be applied for biannual license renewal if the CI has completed APTA CI certification. CIs outside of Florida should refer to their applicable state practice act).

Student Responsibilities to Clinical Site, SCCE, and CI

Student will:

- Contact clinical site per the program's designated timeframe prior to the start of clinical education experience to introduce themselves and obtain relevant information pertaining to the clinical education experience.
- Comply with and complete the facility's health and other requirements per the required timeline to ensure ability to start the clinical education experience as scheduled.
- Clearly identify themselves as a student physical therapist and may not represent themselves as agents or employees of the clinical site.
- Demonstrate professionalism at all times.
- Adhere to legal and ethical standards, including applicable laws such as HIPAA, state practice acts, and other relevant laws/rules.
- Abide by all facility policies, procedures, rules, and regulations.
- Adhere to the CI's scheduled hours and shifts and adapt to changes.
- Collaborate with CI to identify effective learning, teaching, and communication styles.
- Solicit CI feedback of clinical performance and professional behaviors in a timely manner.
- Accept feedback, both favorable and constructive, in a positive, professional manner without defensiveness.
- Integrate CI feedback appropriately into clinical performance.
- Discuss weekly assignments and self-assessment to identify areas of strength and development.
- Respect knowledge, experience, and clinical approach of the CI.
- Recognize roles and responsibilities of the CI.
- Always respect the rights and dignity of patients, CI, staff, and others.
- Respect the wishes of the patient and accept the patient's right to refusal.
- Demonstrate a positive learning attitude at all times.
- Maintain safety in all patient care tasks and activities.
- Demonstrate commitment to learning through active engagement in all activities.

- Take initiative to review course material and literature review to increase knowledge and enhance delivery of patient care.
- Actively participate in all components of the clinical education experience.

Student Responsibilities to Program

Students will:

- Demonstrate and attest knowledge and understanding of the NSU DPT clinical education handbook.
- Demonstrate behaviors becoming of a student physical therapist per program and University student handbook.
- Represent themselves, the program, and NSU in a professional manner.
- Maintain program compliance requirements.
- Attend clinical education experiences as scheduled.
- Notify the program of tardiness or absences as outlined in the Attendance Policy.
- Proactively notify the DCE/ADCE of any changes to their schedule, CI supervision, clinical site, and any off-site activities.
- Complete all course assignments for each clinical experience on or before due dates.
- Participate in a clinical site visit.
- Proactively communicate any concerns to the DCE/ADCE regarding the clinical experience.
- Develop appropriate and meaningful cognitive, affective, and psychomotor goals through self-assessment.
- Immediately report to the DCE/ADCE any incidents that occur during a clinical education experience.

Patient Right of Refusal

Patients receiving physical therapy during a clinical education experience have the right to refuse supervised treatment by a student physical therapist without any negative consequences or interference in the expected physical therapy treatment. Students must identify themselves as student physical therapist by wearing their name badge with student designation and verbally introducing themselves as student physical therapist. Patients should be asked for verbal consent to have student work with them.

Grievance

Complaints Covered by Due Process

In order to resolve academic grievances, complaints, and concerns in an expeditious, fair, and amicable manner, students are asked to consult the Student Handbook

https://www.nova.edu/publications/chcs/chcs_student_handbook/index.html for information on appropriate grievance procedures. Students are urged to exhaust all possible department/program avenues for resolution before attempting to file complaints beyond their individual departments.

The process for filing a complaint with CAPTE is accessible to the public via the following: CAPTE will take action only when it believes that practices or conditions indicate that the program may not be in

compliance with the Evaluative Criteria for Accreditation, CAPTE's Statement on Academic Integrity Related to Program Closure, or CAPTE's Statement on Academic Integrity in Accreditation. A copy of these documents may be attained by contacting the Department of Accreditation. A formal written, complaint may be filed with CAPTE in the format provided by the Department of Accreditation. Complaints may not be submitted anonymously.

The Commission on Accreditation in Physical Therapy Education
Department of Accreditation
American Physical Therapy Association
3030 Potomac Ave., Suite 100
Alexandria, VA 22305-3085
Phone: 703/706-3245
Email: accreditation@apta.org
CAPTE website: www.capteonline.org

Complaints that Fall Outside of Due Process

Occasionally complaints or issues arise through individuals and agencies external to the university, (such as prospective students, clinical education sites, employers of graduates, general public). Since even seemingly benign comments, queries, or incidents have the potential to harm the reputation of the university, department or program, faculty becoming aware of or involved in any unusual situation in the broader community, are responsible for immediately informing supervisors to assure that a proper, coordinated, and focused response can be formulated. Faculty must not assume personal responsibility for assessing the potential impact of such incidents, nor assume that supervisors or other administrators are already aware. Communication with the Program Director and/or Department Chair regarding such incidents (as indicated) is essential.

When complaints fall outside of due process they are brought to the attention of the Chair and/or Program Director. The Chair and/or Program Director will investigate the complaint and determine a reasonable resolution to the issue. All complaints and resolutions will be reported to and recorded by the Chair for the academic year. The record of complaints and resolutions will be maintained by the Department Chair. The Physical Therapy Department prohibits retaliation following a complaint submission.

Confidentially

Students must maintain patient privacy at all times under the Health Insurance Portability and Accountability Act (HIPPA). All students are required to complete HIPPA training as part of university compliance.

Students are provided access to review clinical site information in Exxat. Any documents or forms containing clinical site information are private and should not be shared without the express permission of the DCE/ADCE. Clinical site information shared during discussion with the DCE/ADCE or staff is considered confidential.

Information on student progress such as CPI data and assignments submissions are housed in password-protected electronic programs. Clinical education student progress is monitored and discussed in clinical education and faculty meetings.

Clinical Education Agreements

The DCE/ADCE, in cooperation with the University Legal Department, is responsible for establishing mutually agreed upon and ratified clinical education agreement between the University and the clinical site before a student begins a clinical education experience. Each clinical education agreement is unique and explains the responsibilities of parties involved in the clinical experience, including but not limited to the University, the clinical site, student, etc. A clinical education agreement must be current for the student to be allowed in the clinical facility. Fully executed clinical education agreements are housed electronically in a university shared drive which is accessible by the DCE, ADCE, and Clinical Support Coordinator. The current clinical education agreement is uploaded for each active clinical site in Exxat for access by the DCE, ADCE, Clinical Support Coordinator, and students. The DCE, ADCE, and Clinical Support Coordinator are responsible for monitoring clinical education agreement expiration status before and during clinical experiences.

Pre-Requisite Requirements

Students must meet all listed pre-requisite requirements prior to beginning full-time clinical education experiences.

- Successful completion of all didactic course work preceding the scheduled clinical experience
- Successful completion of required orientation for clinical education
- Proof of completion of all DPT Program Compliance Requirements (Appendix A)
- Completion of all clinical site-specific requirements
- Accurate and complete student profile in Exxat including cell phone number, address during clinical experience, and emergency contact information
- Review and submission and of PT State Practice Act and Rules for the state in which the student is completing the clinical experience
- Review and acknowledgement of clinical site affiliation agreement and site-specific compliance and onboarding requirements in Exxat
- Completion of initial communication with SCCE and/or CI by phone and/or email within the designated time frame

Clinical Education Slot Solicitation

Request for student placement is solicited from clinical sites with whom the program has an affiliation agreement. The program follows the agreed upon “March 1st Mailer” timeline for slot requests. Slots may be requested utilizing the Exxat Clinical Education Management System or through site specific processes. Students are not allowed to solicit their own clinical education placements (contacting sites or employees directly, submitting website inquiries, initiating contract discussions, etc.) and doing so may warrant a referral to Committee on Student Progress (CSP).

Student Assignment to Clinical Sites

Students who have met all prerequisites are assigned to clinical sites based on availability and program requirements. Assignments are published in the Exxat Clinical Education Management System. Students will not be assigned to sites where they have been previously or currently employed, have close friends

and/or family who are employees, or have any other relationship or affiliation that influences the student's familiarity with the site or its employees.

In the event of site cancellation, the DCE/ADCE will obtain alternative placement and communicate with the student in a timely manner. Alternative placement is contingent upon availability and may require the student to complete the experience in a different geographical location. In these cases, the student will be required to complete the experience as assigned to prevent delay in graduation.

If a student is off schedule to complete a full-time clinical experience, the DCE/ADCE will obtain placement based on established dates and availability of the clinical site.

The goal of the NSU DPT program is to educate competent PT practitioners prepared for entry-level practice upon completion of the program. Students are required to complete a variety of ICE experiences and full-time experiences to provide exposure to patients/clients across the lifespan and common practice settings. Full-time clinical education requirements include:

- Summer Year 2
 - First full-time clinical experience in an outpatient setting
- Fall and Winter Year 3
 - Terminal full-time clinical experiences. Students complete an experience in each of the following:
 - Outpatient setting
 - Inpatient setting (e.g., LTACH, IRF, SNF, hospital)
 - Other: Specialty practice or an additional inpatient or outpatient experience
 - The sequence of the Year 3 terminal clinical experiences is dependent on the availability of placements.
 - Specialty Practice: An experience such as pediatrics, sports, pelvic health, lymphedema, or an international experience
 - Placement is dependent on availability and student qualifications (e.g., academic performance, certifications, prior experience, essay, interview)
 - DCE /ADCE will provide information on the requirements and the placement process

Compliance

Students are required to submit proof of compliance with DPT Program, University, and, in some cases, clinical site-specific requirements. DPT program compliance requirements can be found in Appendix A.

University requirements can be found in the College of Health Care Sciences Student Handbook at https://www.nova.edu/publications/chcs/chcs_student_handbook/index.html.

Clinical site-specific requirements can be found on facility websites, contracted compliance databases and/or in the clinical education agreement.

Students must meet all compliance requirements prior to the start and throughout clinical experiences. Students violating this policy may be removed from the clinical site with possible course failure and will be referred to the PT Department CSP.

Student Supervision

CI's must be a licensed physical therapist with at least one year of experience and must directly supervise physical therapy students during delivery of direct patient care. Non-PT professionals may supervise students during observation or situations where students are not providing direct patient care. Students may not function in the place of an employee or assume primary responsibility for a patient's care. Students shall not treat or discharge a patient from care without consultation with the CI. Students must adhere to all facility policies and procedures, NSU policies and procedures, State, and Federal rules and regulations while on clinical experiences.

Clinical Instructor Absence or Schedule Change

Students must notify the DCE/ACDE immediately when the CI is absent (planned or unplanned) or has a significant schedule change that affects hours or location. The student must provide the covering CI's name and contact information and/or new schedule in writing by e-mail or text to the DCE/ADCE. Covering or alternate CI must adhere to the Student Supervision guidelines listed above.

Clinical Instructor Change

Students must notify the DCE and/or ACDE immediately if there is a permanent CI assignment change. Student must provide new CI name and contact information by email to the DCE and ADCE and update the CI Details in Exxat. New CI must adhere to the Student Supervision guidelines listed above.

Patient Care Documentation

All patient care documentation must be legibly signed with the student's name followed by the designation "SPT." In some EMR systems, the signature may be generated electronically, but must designate "SPT". "SPT" is the only designation allowed on patient care documentation signed by a student physical therapist. The student may use no other professional titles (PT, ATC, etc.) while on a clinical education experience, regardless of any other degree or designation possessed. The supervising CI is required to co-sign/countersign all medical record entries made by the student per applicable payor source and state/federal regulations.

Communication

Communication between Student and Program

Students are required to proactively communicate with the program. Students must submit all required assignments and CPI self-assessments per the respective due dates. Students must regularly monitor Canvas for course announcements and feedback in a responsive manner. Students must notify the Program immediately of significant changes and/or concerns (CI, schedule, conflicts, etc.) that affects their participation in orientation, ICE, or full-time clinical experiences. Students are expected to answer e-mails from the program within 24 hours. Students need to have a working cell phone for communication to and from the program.

Communication between CI and Program

Communication occurs by email, text, phone, and/or virtually. The CI/SCCE should inform the DCE/ADCE immediately if there is any concern regarding the student during the experience. Concerns may include but are not limited to health and safety, knowledge and performance deficits, professional behavior issues, and personal situations. Contact information for the DCE, ADCE, and Clinical Support Coordinator

is provided by email to the CI/SCCE prior to and throughout the clinical experience. Contact information can be found at https://healthsciences.nova.edu/pt/dpt/clinical_education.html.

Professionalism and Conduct

Students must abide by the APTA PT Code of Ethics at all times which can be found at https://www.apta.org/uploadedFiles/APTAorg/About_Us/Policies/Ethics/CodeofEthics.pdf. Students are invited guests at each clinical site and should demonstrate a positive impression of themselves, Nova Southeastern University, and the Physical Therapy profession. Students shall not exhibit any behavior that may jeopardize the health, well-being, and/or safety of patients, staff, faculty, fellow students, themselves, or others. Students who fail to demonstrate an acceptable level of emotional maturity and professionalism may be removed and/or terminated from a clinical education experience and may receive a failing grade for the clinical education experience.

Dress Code

Students must present professionally as a student physical therapist and a representative of Nova Southeastern University. Students are expected to maintain a clean and neat appearance, comply with the facility dress code, and wear the NSU or assigned facility identification (if provided). If the dress code is not specified by the facility, the student will wear the designated NSU clinic uniform: NSU polo shirt, long khaki slacks (no capris or shorts), closed-toe, supportive shoes with non-slip soles, and socks. Students are expected to maintain personal hygiene including clean hair and absence of body odor. Hair must be maintained in a manner that permits eye contact and does not impede safe patient handling, if long, it must be tied back. Nail length should be 1/8 inch or less with no chipped polish, and no artificial nails. Jewelry if worn should be minimal and non-dangling. An inappropriately dressed or groomed student may be asked to leave the clinical site and will need to make up the missed time.

PT Equipment

Students must have available and bring as instructed their own, properly functioning medical diagnostic instruments (stethoscope, blood pressure cuff, goniometer, reflex hammer, gait belt, etc.). Students should be prepared for each clinical education experience with items such as clip board, notetaking pad, ink pens, watch with a second hand, etc. Students should seek training on the operation of equipment and review operation manuals if available. Students must demonstrate competency in the proper use of equipment and comply with all facility regulations before using equipment with patients.

Attendance

General Student Policies

Students must be able to fulfill the NSU Essential Functions of a DPT student to participate in clinical education. Students who do not meet these requirements must notify the DCE/ADCE immediately to determine if the student is eligible to participate in clinical education. If the student is determined to be unable to participate, the DCE/ADCE will establish a plan for making up the missed time. Students who are ineligible to complete a clinical education experience within the designated timeframe will be given an incomplete for the associated course. A plan to satisfy the incomplete course requirement will be implemented during an agreed upon timeframe and may involve an alternative location.

Tardiness is not acceptable behavior. Repeated or chronic tardiness constitutes unprofessional and disruptive behavior and may result in removal from the clinical experience.

During a full-time clinical education experience, students do not follow the NSU academic calendar and are subject to the site schedule regardless of the university holiday/closure schedule. NSU clinical education faculty are on call during university closures.

The student's schedule is determined by the CI and facility requirements but must be the equivalent of full-time or at minimum 35 hours per week. Students must notify the DCE/ADCE in situations when they will be accruing less than 35 hours. Students follow the work schedule (excluding time-off) of their assigned CI, which may include days longer than typical 8-hour workday, weekends, and holidays. (exception-students are not required to attend when CI is working voluntary paid overtime). The student will follow the schedule of the alternate CI if their primary CI is absent, as outlined in Clinical Instructor Responsibilities and Student Supervision.

Beginning and end dates for clinical education experiences are established by the program and provided to students in advance. Time between scheduled clinical experiences is reserved for site orientation or in person required onboarding activities, and clinical make up days. Students must be available during these dates for clinic activities. Students should not consider this as time off or vacation days.

Planned Absences

Students are not permitted any absences during clinical education experiences. Students are required to notify the DCE/ADCE in advance of professional, religious, jury duty, or life events that may impact attendance. Students who are submitting applications for post-professional residency and fellowship programs should proactively notify the DCE/ADCE to allow for coordination with the SCCE/CI regarding potential absence. Students must complete the Student Notice of Absence Form found at <https://healthsciences.nova.edu/pt/dpt/clinical-education/student-absence-form1.pdf>. For absences affecting a class and/or ICE experience the student will email the form to the DCE/ADCE. For full-time clinical experiences, the student will submit a Time Off request under the Learning Activities in Exxat and attach the absence form. Only after a student has received approval from the DCE/ADCE may they reach out to their CI/SCCE for approval. Regardless of reason for absence, all clinical experience time missed must be made-up. Failure to notify the program of absences and/or failure to make-up the missed time may result in failure of the clinical experience, referral to CSP, and may delay graduation.

Unexpected Absences

Unplanned events such as personal illness/injury, family emergency, death in the family, transportation issues, etc. may arise. In the event of an unexpected absence, the student is responsible for immediately informing the DCE/ADCE and CI/SCCE. A plan will be developed and implemented to make up the missed clinic time, if possible.

Inclement Weather

In the event of severe weather conditions or natural disasters (tropical storm, hurricane, severe snowstorm, etc.) students must:

1. Notify the DCE/ADCE
2. Remain in contact with CI and/or SCCE before, during, and after the event
3. Follow the facility procedures and directives

4. Take actions to protect their personal safety.
5. Receive clearance from CI and/or SCCE before returning to the facility
6. Make up missed time if an absence exceeds 3 days.

Leave of Absence

Students who are seeking a leave of absence from the DPT program should contact the program director. The CHCS Student Handbook policy found at https://www.nova.edu/publications/chcs/chcs_student_handbook/index.html states: "A student seeking a voluntary Leave of Absence must submit his or her request in writing to the program director and/or department chair. The Leave of Absence request form that must be completed and submitted can be located at <https://healthsciences.nova.edu/forms/loa-request-form.pdf>. The request must include: 1) the reason for the request for the leave of absence (LOA) and the length of time the student is requesting, 2) a statement that he/she is in good academic standing, and 3) any documentation substantiating the need for the LOA such as a letter from a physician or other entity. If the request for the LOA is after the fourth week of the term, he/she will not be eligible to receive any tuition refund. The dean, in collaboration with the director and/or the chair will review the written request, weigh the need for the request with the need for the student to continue in the program uninterrupted, review the student's academic standing and the length of the request, and determine whether the Leave of Absence is warranted. In collaboration with the dean, the director and/or chair will make this determination and then notify the student in writing whether a Leave of Absence will be granted and the conditions and timeframe under which the student may return to school. Satisfactory performance of essential functions may be used to grant a leave or reentry into the program. Prior to returning from the LOA, the student may be required to audit courses."

ADA Accommodations

Students who are seeking accommodations should contact the NSU Student Disability Office at (954) 262-1520. The CHCS Student Handbook Policy found at https://www.nova.edu/publications/chcs/chcs_student_handbook/index.html states: "Students seeking disability accommodations should contact the NSU Office of Student Disability Services. Contact information for the Office of Student Disability Services, as well as policies and procedures relating to disability accommodations, are available on the Office of Student Disability Services website, located at <https://www.nova.edu/disabilityservices/index.html> See the NSU Student Handbook, Statement on Student Rights section for the Nondiscrimination Statement, as well as the Additional Grievance Procedures Available section for the Grievance Procedure for Discrimination based on Disability."

Clinical education sites are not required to offer accommodations which may hinder or prevent placements.

Student Assessment

Clinical Performance Instrument (CPI)

NSU DPT Program Ft. Lauderdale uses the APTA CPI 3.0 for summative clinical performance assessment of students for all full-time clinical education experiences. A Final CPI is completed for the first full-time clinical experience, and a Midterm and Final CPI for each terminal full-time clinical experience. The CI

completes a student assessment, and the student completes a self-assessment. The program completes the CI-student pairing process which provides the CI and student access to their respective CPI evaluations. The CI and student meet to review and discuss each other's assessments and complete the sign-off process.

CPI Training

CIs and students are required to complete the APTA CPI 3.0 training and assessment prior to receiving access to the CPI 3.0. The program provides CIs and students with instructions on how to access the APTA CPI 3.0 training. There is no cost associated with the training and APTA membership is not required. A passing score of 100% is required for completion of the training. The assessment may be taken as many times as needed to achieve the passing score. The APTA CPI 3.0 training only needs to be completed once.

Grading

Each full-time clinical education experience is a separate and distinct course which is graded as pass/fail. The DCE/ADCE assigns grades for clinical education courses based on satisfactory completion of all course assignments, outcome on the CPI, follow up clarification from the CI and/or student if needed, and the student's overall performance and professional behavior during the full-time experience.

For the final two terminal clinical experiences, students must achieve Entry-Level Physical Therapist Clinical Performance to pass the experience. Students who demonstrate a deficiency in one or more criteria will be considered "at risk" for course failure and may require remediation.

Clinical Education Learning Plan

A Clinical Education Learning Plan (Appendix B) will be developed in collaboration with the CI and student for a student identified as having deficiencies during a full-time clinical experience. The learning plan will include specific learning objectives/goals to target the identified areas of concern. The learning plan will be implemented during the experience with daily tracking of performance criteria and submitted weekly for review by the DCE/ADCE. Every effort will be made to conduct an in-person site visit for students who are at risk of failure.

Remediation and Retake

Students who do not successfully pass a full-time clinical experience and are eligible for retake, will be required to remediate the identified deficiencies. Remediation activities and requirements will be outlined in an individualized Clinical Education Learning Contract (Appendix C). The Learning Contract will be discussed with and agreed to by the student prior to participation in the remediation. Remedial activities may include but are not limited to readings, self-study, assignments, and simulated clinical experiences. Remediation is completed prior to beginning the retake full-time clinical experience. Retake clinical experiences must be timed with semester start dates, therefore participation in the experience will likely delay graduation. The student will be responsible for all costs associated with the retake clinical experience. A student must pass a retake full-time clinical experience to be eligible to progress to the next full-time clinical experience.

Grade Disputes

Clinical education grade disputes should follow the CHCS Student Handbook Policy found at https://www.nova.edu/publications/chcs/chcs_student_handbook/index.html which states: "The

responsibility for course examinations, assignments, and grades resides with the expertise of faculty members who are uniquely qualified by their training and experience. Such evaluations and grades are the prerogative of the instructor and are not subject to formal appeal unless there is compelling evidence of discrimination, arbitrary or capricious action, and/or procedural irregularities. Grievances and grade disputes must be in writing and directed to the course instructor within five business days or prior to any retest. If unresolved, the dispute may be forwarded to the program director or department chair or designee of the chair within five business days. Failure to submit a timely appeal will be considered a waiver of the student's grade dispute appeal rights. The appeal to the program director, department chair, or designee is the final appeal for all grade disputes."

Safety and Emergency Procedures

Students are required to maintain a safe working environment at all times by following all facility safety policies. Students are required by NSU to:

- Always use a gait belt when working with patients during transitional movements, balance, and gait training activities or any other activities where patient is at risk for falling or losing balance.
- Report allergies to latex products or other relevant allergies to the CI and DCE/ADCE prior to beginning each experience. Students are responsible for providing the latex-free products, as needed.
- Locate Safety Data Sheets (SDS) manual in each facility and understand precautions for chemicals used by the department
- Maintain standard precautions with all patients and all requirements for use of Personal Protective Equipment (PPE)
- Follow OSHA Guidelines including the use of gloves, care of sharp objects, use of eyewear, protective clothing, and other precautionary measures
- Immediately report potential personal risks such as pregnancy, injury, illness, etc. and provide medical documentation detailing restrictions and recommendations. DCE/ADCE will review the potential risk with the student, SCCE, and CI to determine continuation of experience.

Reporting Patient Incidents

Incidents may occur during student interaction with patients. Examples of incidents include but are not limited to: a patient fall or near fall; lowering a patient to the ground; or an accident, injury, or other activity outside of typical patient management. Students are required to notify the DCE/ADCE of any incident occurring during the clinical experience by the end of the workday. If an incident report is completed by the facility, immediate notification to the DCE/ADCE is required.

Medical Emergencies

All students are required to maintain health insurance coverage in case of medical emergencies that may occur while participating onsite during a clinical experience.

In the event of accidental injury, the student must:

1. Immediately follow the procedures and guidelines of the facility for the specific injury.
2. Report the injury to the CI/SCCE.
3. Seek appropriate medical care for the injury.
4. Notify the DCE/ADCE about the injury as soon as possible.

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In the event of exposure to an infectious agent or contaminating substance, the student must:

1. Immediately follow the procedures and guidelines of the facility for the specific exposure.
2. Report the exposure to their CI/SCCE.
3. Seek appropriate medical care for post-exposure treatment.
4. Notify the DCE/ADCE about the exposure as soon as possible.
5. Decide if they will continue the facility post exposure procedure(s) plan including accepting responsibility for any associated costs of the services.

While there is no guarantee or requirement for such, a facility may arrange for emergency medical care of students in the event of accidental injury or exposure. Any care received at the facility is at the student's expense. The student is responsible for all subsequent costs involved in follow-up care, treatment, counseling, hospitalization, or preventive care related to accidental injury or exposure incurred during participation in a clinical experience.

Clinical Site-Specific Assignments

Students may be required to complete a clinical site-specific mandatory assignment during their clinical experience. In these cases, students should notify the DCE/ADCE of the requirement. The CI, in consultation with the DCE/ADCE when necessary, will make the determination of successful completion of the clinical site-specific assignment. In addition to the required course assignments, successful completion of a clinical site-specific assignment would be required for the student to pass the clinical experience.

Cell Phone Use

Students should not use cell phones during working hours in the clinic for any personal reasons (except emergencies). Students violating this policy may be dismissed from the clinic with possible course failure and may be referred to the Committee on Student Progress. In some instances, clinical sites may require that a student carry a phone for internal communication or clinical purposes.

Social Media

Students should not use social media during clinic working hours for any personal reasons. Students should not "friend" or connect with patients, CI, or other employees using personal social media. Students may participate in facility sponsored social media in compliance with facility policy and permission from CI but are not required to do so. Students violating this policy may be dismissed from the clinic with possible course failure and may be referred to the Committee on Student Progress.

Housing, Transportation, Travel, Parking, Meals

Students are responsible for all costs associated with completing each clinical education experience including, but not limited to, housing, transportation, travel, parking, meals, and other living expenses. Some clinical sites may provide a stipend or other benefits, such as reduced-cost meals and parking. Students should clarify these benefits prior to beginning the experience and inform the DCE/ADCE. The University does not provide any stipend or cost sharing for any expenses associated with clinical education.

Gifts

Students may not accept gifts from patients or clients. Students may accept gifts from CIs or clinical sites who have a policy allowing such.

Outstanding Clinical Instructor of the Year Award

The program encourages recognition of exceptional clinical instructors. Students are encouraged to nominate Clinical Instructors for the Outstanding Clinical Instructor of the Year Award who exhibit the following criteria: exemplary commitment to clinical education, teaching ability, innovation, creativity, ability to handle challenging situations, special qualities, or personal attributes. The DCE, ADCE, and the Clinical Support Coordinator, reviews submitted nominations and selects the winner for the annual award. The winner is recognized with an award from the program along with a copy of the student's nomination.

Outstanding Student Clinician Award

The program annually recognizes a student who had exemplary performance in their terminal clinical experiences as identified by their clinical instructors, SCCEs, patients, and CPI assessment. Criteria for consideration includes CI and SCCE recognition of the student, site visit feedback and comments, patient recognition of the student, CPI assessments consistently meets/exceeds standards and comments reflect exemplary clinical performance, abides by Clinical Education Handbook, completes all course requirements, exhibits professionalism and upholds APTA Core Values.

APPENDICES

Appendix A: DPT Program Compliance Requirements

- Physical exam (annual)
- Tuberculosis Test (TB) Test (annual): Year 1: 2-step, Year 2 & 3: 1-step
- Measles, Mumps, Rubella (MMR): Vaccine Record or Titer
- Varicella: Vaccine Record or Titer
- Hepatitis B: Positive Titer
- Tetanus/Diphtheria/Pertussis (Tdap) Vaccination
- Flu Vaccine (annual)
- Proof of current Health Insurance (Current Health Insurance Card)
- BLS CPR certification (complete Year 1 and Year 3)
- Drug Screen (annual)
- Background Check: Non-fingerprint and Fingerprint Check
- HIPAA Training
- Medical Errors Training
- OSHA/Bloodborne Pathogens Training
- APTA CPI 3.0 Training

COVID-19 Vaccination is not required by the program though may be required by clinical sites.

Appendix B: Clinical Education Learning Plan

Student:
Clinical Site:

Clinical Instructor:
Site Coordinator of Clinical Education:

PLAN: During the remainder of the Clinical Education Experience _____ there are specific performance objectives necessary for this experience to be considered successful. Following a _____ conference on _____ with student XXXX and CI XXXXX this tool has been developed to address the following identified areas of concern.

Identified Areas of Concern

Concern 1 (list behavioral objectives below)

Concern 2 (list behavioral objectives below)

Concern 3 (list behavioral objectives below)

This Clinical Education Learning Plan will be for a ___week timeframe from _____. This tool will be used by the CI and the student for daily feedback and tracking of the specified performance objectives. For this clinical experience to be successful, (Student) must demonstrate improvement to consistently exhibit each of the identified performance objectives independently or by requiring less than _____% cueing or assistance by the end of the plan timeframe.

Performance Objectives

Performance Criteria 1

- XXXX will
- XXXX will

Performance Criteria 2

- XXXX will

Performance Criteria 3

- XXXX will
- XXXX will
- XXXX will

Performance Criteria 4

- XXXX will

The CI will assess (Student's) competency daily in each of the Performance Objectives daily with an I, CA, U or NP on the tracking form. The completed weekly tracking form will be signed by the students and CI(s) and submitted by the student as part of their weekly assignment.

I = meets criteria independently

CA = ≤ 25% cueing or assistance

U = unacceptable

NP = no opportunity to practice

Student signature/date

Clinical Instructor signature/date

Director of Clinical Education signature/date

Director signature/date

CLINICAL EDUCATION LEARNING PLAN: PERFORMANCE OBJECTIVES DAILY TRACKING

Student: Clinical Instructor: Clinical Site: Experience:	I = meets criteria independently CA = ≤ 25% cueing or assistance U = unacceptable NP = no opportunity to practice
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Performance Criteria 1							S	M	T	W	Th	F	S

Comments:

Performance Criteria 2							S	M	T	W	Th	F	S

Comments:

Performance Criteria 3							S	M	T	W	Th	F	S

Comments:

Performance Criteria 4							S	M	T	W	Th	F	S

Comments:

Sign-Off

Student Signature	Date	Clinical Instructor Signature	Date

Appendix C: Clinical Education Learning Contract

Clinical Education Learning Contract

Course: *ENTER COURSE PREFIX, NUMBER, NAME*

Student: *STUDENT NAME*

Faculty: *NAME OF FACULTY DEVELOPING CONTRACT (USUALLY COURSE LEADER)*

Purpose of the Learning Contract:

The learning contract is a document that outlines the remediation plan that a student will be required to successfully complete in order to demonstrate competence in course objectives. Faculty will review the contract with the student, provide the student an opportunity to ask questions/get clarification, and then both faculty and student sign the document indicating understanding of the plan and expectations.

Background Information:

Background information important to the student's performance in the course should go here, including what exams, assignments, experiences, were unsuccessful causing the need for remediation

Timeline:

The timeframe of the learning contract – date the remediation begins and expected date for end of remediation, including re-test date (if applicable)

Components:

Outline the activities, assignments, exams, etc. that make up the remediation plan

Expected Student Outcomes:

These objectives should align with the objectives/competencies that were not attained during the normal period of the course. (Make sure consistent with syllabus information regarding assignments and learning activities)

In order to be successful, the student must demonstrate competence in the following course objectives by the end of the remediation plan:

1. Cognitive:
2. Affective:
3. Psychomotor skills:

Student should successfully complete all components of the learning contract. Failure to successfully complete all remediation requirements within the contract will result in failure of *ENTER COURSE PREFIX, NUMBER, NAME*

Additional Information/Concerns:

Provide any additional relevant information or concerns here. If not applicable, then delete entire heading.

Student Acknowledgement:

I _____ (print student name) acknowledge notification of failure to successfully complete the requirements for *ENTER COURSE PREFIX, NUMBER, NAME*. The remediation plan was reviewed with me and I was given the opportunity to ask questions.

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By signing this form, I am indicating that I understand the terms of this learning contract and that failure to successfully complete all components of this learning contract will result in course failure of *ENTER COURSE PREFIX, NUMBER, NAME*.

Student signature: _____ Date: _____

Faculty Witness: _____ Date: _____