

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



Professional DPT Program-Fort Lauderdale
Clinical Education Policies
2020-2021

Table of Contents

Glossary of Terms.....	5
Program Evaluation.....	8
Clinical Education Advisory Board	8
Clinical Site Evaluation	8
Clinical Instructor Evaluation	8
DCE/ADCE Evaluation.....	9
Policy Review	9
Statement of Non-Discrimination.....	9
Rights and Responsibilities	9
Responsibilities of DCE and ADCE	9
Responsibilities of Program to Facilities	10
Clinical Site and SCCE Responsibilities	10
Clinical Instructor Responsibilities	11
Rights and Privileges of SCCEs and CIs	12
Student Responsibilities to CI and facility.....	12
Student Responsibilities to Program.....	13
Patient Right of Refusal.....	14
Grievance	14
Complaints Covered by Due Process	14
Complaints that Fall Outside of Due Process.....	14
Confidentially	15
Clinical Education Agreements	15
Pre-Requisite Requirements	16
Clinical Education Slot Solicitation.....	16
Student Assignment to Clinical Sites.....	16
Compliance	17
Student Supervision	17
Clinical Instructor Absence or Schedule Change.....	17
Clinical Instructor Change	17
Patient Care Documentation	18
Communication.....	18
Communication between Student and Program	18

Communication between CI and Program.....	18
Site Visits.....	18
Professionalism and Conduct.....	18
Dress Code	19
PT Equipment.....	19
Attendance.....	19
Leave of Absence	20
ADA Accommodations	20
Student Assessment.....	21
Clinical Performance Instrument (CPI).....	21
Web-Based CPI Training.....	21
Grading.....	21
Unsatisfactory Student Performance/Early Termination of Clinical Experience	21
Remediation.....	22
Grade Disputes.....	22
Safety	22
Emergency Procedures	23
Reporting Incidents.....	23
Emergency Medical Procedures	23
Severe Weather/Storm Disaster Plan	24
Clinical Site-Specific Assignments	24
Cell Phone Use	24
Social Media.....	25
Housing, Transportation, Travel, Parking, Meals.....	25
Gifts.....	25
Appendices.....	26
Appendix A: Clinical Site Evaluation.....	26
Appendix B: Clinical Instructor Evaluation.....	29
Appendix C: DCE Survey.....	30
Appendix D.....	31
Clinical Practicum Site Visit Form.....	31
Clinical Education Experience Site Visit Form	34
Appendix E	36

Glossary of Terms

Note: Some definitions are adapted from the American Council of Academic Physical Therapy (ACAPT) Physical therapist clinical education glossary.

University

Nova Southeastern University (NSU) – Fort Lauderdale 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.

Clinical education

A formal, supervised experiential learning, 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.

Clinical Education Curriculum

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

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 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 Experience

Experiences that allow students to apply and attain professional knowledge, skills, and behaviors within a variety of environments. 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 inter-professional experiences and non-patient/client service delivery such as research, teaching, supervision, and administration. Clinical education experiences are a part of the professional curriculum and include formal student assessment.

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. An integrated clinical education experience may be a full-time clinical education experience.

Integrated clinical education (ICE) is a curriculum design model whereby clinical education experiences are purposefully organized within a curriculum. In physical therapist education, these experiences are obtained through the exploration of authentic physical therapist roles, responsibilities and values that occur prior to the terminal full-time clinical education experiences.

Integrated experiences are coordinated by the academic program and are driven by learning objectives that are aligned with didactic content delivery across the curricular continuum. These experiences allow students to attain professional behaviors, knowledge and/or skills within a variety of environments. The supervised experiences also allow for exposure and acquisition across all domains of learning and include student performance assessment.

Clinical Practicum 1 (CP 1)

First full-time clinical education experience consisting of a rotation in a setting with adult/older adult population. This clinical education experience is equivalent to the ACAPT definition of “first full-time clinical education experience” which achieves the minimum number of weeks set forth by CAPTE in which a student engages for a minimum of 35 hours per week.

Clinical Education Experience (CEE)

A set of full-time clinical education experience(s) equivalent to the ACAPT definition of “intermediate clinical education experience” and “terminal clinical education experience” designated to achieve the minimum number of weeks set forth by CAPTE that occurs after the student has completed the didactic curriculum of a physical therapist professional education program. The expected outcome of the final, or last terminal experience is entry-level performance.

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.

Clinical Education Environment

The physical space(s), and/or the structures, policies, procedures, and culture, within the clinical education site. including delivery via telehealth

Learning Experience

Any experience which allows or facilitates a change in attitude or behavior. A planned learning experience includes a learner, an objective for the learner, a situation devised to produce a response that contributes to the objective, a response by the student, and reinforcement to encourage the desired response.

Director of Clinical Education (DCE)

The NSU DCE is responsible for planning and directing the professional-level DPT clinical education program to ensure adherence to the curriculum; university, college and program missions and goals; and professional and regional accreditation standards. The DCE coordinates the administration of the clinical education program with academic and clinical faculty, students, and clinical sites. The DCE is responsible for clinical site selection, development including establishing clinical education agreement in cooperation with NSU Associate Counsel, and site evaluation. Additionally, the DCE follows assigned students (as Academic Clinical Faculty) during clinical education experiences. The DCE is ultimately responsible for evaluating and assigning grades for each student's clinical education progress.

Assistant Director of Clinical Education (ADCE)

The ADCE assists the DCE in the planning and directing of the professional-level DPT clinical education.

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.

Academic 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 not be referred to as a physical therapy student.

Supervision

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

Clinical Performance Assessment

Formal and informal processes designed to appraise physical therapist student 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, 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 and supports ability to safely practice upon completion.

Program Evaluation

Clinical Education Advisory Board

The DPT Fort Lauderdale Clinical Education Advisory Board is a voluntary committee comprised of the DCE, ADCE, SCCEs, and CIs from the local community. The Board meets twice per year. Discussion of contemporary issues facing clinical practice, issues which impact clinical education and student supervision, and feedback regarding knowledge and performance of NSU students in the clinical setting. Information gathered at the meeting is disseminated to Curriculum committee and faculty in written format.

Clinical Site Evaluation

Clinical site evaluation is a process used to ensure that the site and is providing an effective and appropriate clinical learning environment that meet the objectives of the program. Aggregate information is analyzed using a combination of the APTA Physical Therapist Student Evaluation: Clinical Experience and Clinical Instruction, the Acadaware clinical site evaluation through winter 2020, and site visit information and observation. The program uses this information to make recommendations to the Program curriculum committee regarding possible didactic and clinical curriculum changes. Forms are found in **Appendix A**.

Clinical Instructor Evaluation

Clinical instructors are evaluated using multiple modes including student input on required progress reports, site visit CI interview and student discussion, the APTA Physical Therapist Student Evaluation: Clinical Experience and Clinical Instruction, and Acadaware Clinical Instructor Evaluation through winter 2020. The program uses this information to evaluate teaching effectiveness, determine when mentorship is required, and/or make changes in use of clinical instructors to maintain a high-quality clinical instruction. Forms are found in **Appendix B**.

DCE/ADCE Evaluation

The DCE/ADCE and clinical support coordinator are evaluated by students via survey. The DCE is evaluated twice per year, once after CI placement assignments are finalized (August) and once during wrap-up on campus week after clinical experiences are complete (May). The ADCE is evaluated in May, the first clinical rotation is completed. The clinical support coordinator is evaluated on the DCE and ADCE survey in May relative to her role in CI placements and CP placements. Data from surveys are analyzed by DCE and Program Director and action plans developed as needed. **Form is found in Appendix B.**

Policy Review

Clinical education policies are reviewed and/or revised at least once per year by the clinical education team. Students are notified of changes and attest to review of the policies annually. Faculty are notified of clinical education policy changes at faculty meetings.

Statement of Non-Discrimination

Students shall deliver health care service to patients without regard to age, body type, culture, ethnicity, race, religion, creed, national origin, sexual orientation, socioeconomic status, disability, disease status, appearance, manner of speech and political beliefs, consistent with NSU policy. Students shall not impart any of their personal beliefs in the clinic. All affiliating clinical sites must adhere to this policy with regard to patients, students, and all others. Visit https://www.nova.edu/publications/chcs/chcs_student_handbook/18/index.html to review the University non-discrimination policy.

Rights and Responsibilities

Responsibilities of DCE and ADCE

The DCE and ADCE are responsible for coordination of clinical education including to:

- Confirm eligibility of students for clinical education experiences
- Provide students with information about the clinical sites
- Coordinate placements and schedule experiences for each student
- Provide assigned students' name/contact information and dates of experiences to facility
- Provide Academic Clinical Faculty contact information to SCCE and CI
- Communicate regularly with SCCEs and CIs regarding student progress
- Provide facility with evaluative tools and learning resources
- Coordinate and schedule in-person site visits and phone calls and provide ongoing communication
- Ensure student compliance with NSU and clinical facility rules, regulations, policies, and procedures, including written attestation
- Establish, maintain, and review relevant clinical education agreement
- Provide facility with access current clinical education policies

Responsibilities of Program to Facilities

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

- Develop and implement the clinical education program.
- Assign students who completed the academic and clinical education pre-requisite requirements
- Provide facility with student information, educational objectives, access to training materials and website for student assessment tool to the online APTA Clinical Performance Instrument (CPI)
- Orient clinical instructors and students to NSU clinical education policies and procedures
- Provide resources to facilities to promote quality clinical education sites such as meetings, workshops, and educational materials
- Provide evidence of malpractice coverage for each student
- Communicate regularly with CIs and SCCE
- Advise students of their responsibility to comply with facility rules, regulations, and policies
- Evaluate student clinical education experiences with periodic site visits or phone calls, emails, and/or reviews of student progress reports.
- Review results of site evaluations with CIs and SCCEs and provide feedback for improvement
- Support each student, CI, SCCE through multimodal communication (Canvas, email, phone/text)
- Provide feedback to students on progress reports and clinical education assignments
- Maintain current clinical education agreement with clinical facility
- Determine students' final grades for each clinical education experience
- Reserve right to terminate a clinical education assignment if in the best interest of the student, university, or facility

Clinical Site and SCCE Responsibilities

Legal responsibilities of the clinical site and SCCE can be found in the specific clinical education agreement between the university and the site. General responsibilities of the clinical site and SCCE are to:

- Ensure students are not used to replace regular staff or allow students to represent themselves as employees of the facility
- Be responsible for all patient care
- Orient student to facility policies and procedures, rules, and regulations
- Provide learning experiences appropriate to the student's level of knowledge and in accordance with educational objectives
- Provide an appropriate environment for student learning
- Provide adequate time for CI-student conferences, at a minimum weekly
- (SCCE) Communicate CI information to Program
- (SCCE) Provide student with pertinent site information prior to student start date
- (SCCE) Communicate relevant information from program to CI
- And other responsibilities as outlined in individual clinical education agreement

Clinical Instructor Responsibilities

Clinical Instructors must:

- Demonstrate a willingness to be a CI
- Hold a valid physical therapist license in state where practicing PT
- Have a minimum of one year full-time clinical practice experience
- Indicate understanding of the goals and objectives of the NSU PT Program (found at https://healthsciences.nova.edu/pt/dpt/clinical_education.html)
- Review and abide by NSU clinical education policies and procedures (found at https://healthsciences.nova.edu/pt/dpt/clinical_education.html)
- Complete APTA CPI Web training
- Provide a current and accurate e mail address to DPT program (for CPI pairing)
- Serve as a role model and maintain ethical and legal standards
- Orient student at the onset of clinical experience to facility policies and procedures
- Review NSU DPT Program and clinical site expectations with student
- Solicit input from the student as to how they prefer to receive feedback
- Provide a minimum of 40 patient care clinical hours or full-time equivalent
- Provide an appropriate learning environment for student including caseload variety
- Directly supervise student as required by state law
- Maintain regular availability to student for supervision, consultation, and teaching (must designate an alternate clinical instructor who meets qualifications stated above during absences)
- Provide ongoing feedback to student regarding their clinical performance
- Develop knowledge base, clinical skills, and clinical reasoning to ensure safe and effective patient care through direct supervision, observation, and clinical teaching; evaluation of student oral communication; assignment of outside readings and research to promote further learning; or other appropriate teaching methods
- Delegate increasing levels of student responsibility for clinical assessment and plan of care management during experience, including amount and complexity of caseload
- Audit medical records and documentation to evaluate student ability to write appropriate and complete progress notes, histories, physical examinations, assessments and treatment plans (examinations/evaluations) and discharge plans
- Co-sign all student medical documentation
- Participate in conferences via phone or site visits with Academic Clinical Faculty to evaluate student's progress and assist the student's learning process
- Respect the rights and dignity of the student (ie. review evaluations and provide feedback in private setting)
- Review and provide feedback to student on student weekly progress reports and goals
- Immediately notify DPT Program of any circumstances that diminish the learning experience or might interfere with accomplishment of clinical experience goals
- Evaluate student progress with accuracy
- Complete online CPI student assessment at midterm (CEE A, B C) and final (CP 1, , CEE A, B, C)

- Review online CPI student self-assessments at midterm (CEE A, B, C) and final (CP 1, CP3, CEE A, B, C)

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 disseminated 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 application process
- Encouragement of in-state and South Florida sites to participate in the FCCE
- Possible student nominations for the Outstanding Clinical Instructor Award offered yearly by the FCCE
- Continuing education hours awarded to CIs who supervise NSU DPT students in accordance with FCCE and FPTA guidelines, certificates disseminated to CIs upon conclusion of a scheduled clinical education experience (Note: According to the Florida of Physical Practice, the CEHs for student supervision can only be applied for biannual license renewal if the CI have completed APTA CI certification)

Student Responsibilities to CI and facility

Student will:

- Contact clinical site approximately 8 weeks prior to first day of clinical education experience start date to confirm arrival and obtain relevant information for start of clinical education experience
- Complete and be able to provide evidence of all compliance and other site requirements prior to clinical experience start date

Demonstrate professionalism at all time

- Adhere to the highest legal and ethical standards Abide by all facility policies, procedures and regulations, applicable laws including HIPAA, state practice acts, and other relevant laws/rules
- Demonstrate knowledge and understanding of NSU DPT clinical education program polices
- Adhere to scheduled hours as required by the DPT program and the clinical site
- Communicate regularly with CI regarding learning style, feedback preference, individual needs, and appropriate self-assessment of knowledge and skills throughout clinical experience
- Initiate progress reports and goal review with CI in a timely manner

- Solicit CI feedback on daily clinical performance, weekly progress report self-assessment and goals, and other learning experiences
- Respect knowledge, experience, and clinical approach of the CI
- Recognize clinical pressures placed on CI
- Respect the rights and dignity of patients, CI, co-workers, staff, and others at all times
- Respect the wishes of the patient and their willingness to share confidences or to have the student be partially responsible for their care
- Accept feedback, both favorable and constructive, in a positive, professional manner
- Integrate CI feedback appropriately into clinical performance
- Demonstrate a positive learning attitude at all times
- Demonstrate initiative to seek out additional learning opportunities
- Maintain safety in all patient care tasks and activities
- Demonstrate commitment to learning through active engagement in all activities, ask questions and seek clarification, take initiative to complete readings or research which will enhance learning experiences and patient care
- Actively engage in patient care, which may include (but not be limited to) examination/evaluation, clinical decision making, documentation in medical records, performing and assisting in patient/client treatments, formulating differential diagnoses, prognosis, formulating plans of care, establishing goals, teaching home programs, generating appropriate referrals to other health care professionals, communicating with healthcare team members, etc.
- Discuss all clinically relevant information with the supervising CI
- Respect the rights of patients to decline treatment by a student

Student Responsibilities to Program

Students will:

- Demonstrate integrity, ethical and professional behavior, and appropriate insight to self-performance
- Attend clinical experiences as scheduled
- Notify the program of tardiness or potential absences, per policy
- Notify program of a site change or scheduled activities off site of the assigned clinic, schedule or CI change, per policy
- Complete all DPT required assignments and paperwork for each clinical experience on or before due dates (including weekly progress reports, journals, reflective practitioners, evaluations, etc.)
- Demonstrate understanding of clinical education objectives and clinical education policies
- Facilitate scheduling of and participate in phone conference or in person site visits
- Immediately report any concerns to the DPT program regarding the clinical experience
- Develop appropriate and meaningful goals
- Integrate CI and Academic Clinical Faculty feedback in revising weekly self-assessments and goals
- Demonstrate professional resolution of differences in opinion or other conflict which may strain the professional and educational relationship with CI or others; if not resolved after exercising

reasonable attempts, the student is expected to contact DCE/ADCE or Academic Clinical Faculty to assist

Patient Right of Refusal

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

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
1111 North Fairfax Street
Alexandria, VA 22314-1488
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 kept in a file cabinet in the Chair's office. The Physical Therapy Department prohibits retaliation following a complaint submission.

The NSU Website has the following information on the Student Complaint Process

<https://www.nova.edu/academics/student-complaint-process.html>

Disability Discrimination Grievance Policy located in the Employee Policy Manual, has the following retaliation clause:

K. Retaliation

The law prohibits retaliation against an individual for opposing any practices forbidden under this policy, for bringing a complaint of discrimination or harassment, for assisting someone with such a complaint, for attempting to stop such discrimination or harassment, or for participating in any manner in any investigation or resolution of a complaint of discrimination or harassment. NSU will immediately investigate and remedy (if appropriate) any reported retaliatory actions taken by the Respondent or other individuals.

The PCHCS Policy on complaints is found in page 26 of the PCHCS Faculty Policy Manual (2019).

Confidentially

Any documents or forms containing clinical site information is private and should not be shared without the express permission of the DCE. Students are provided access to review site information through the clinical education database and during individual appointments with clinical education faculty or staff.

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

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

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 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. clinical education agreement must be current in order for the student to be allowed in the clinical facility. Signed and completed clinical education agreement are housed electronically in a shared drive between University legal department and DCE and Clinical Support Coordinator. DCE is 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 (C or better) of all didactic course work preceding the scheduled clinical experience, (must have an alpha grade, incomplete "I" grades in any courses not acceptable)
- Successful completion of required clinical education orientation
- Proof of current compliance with all DPT program clinical education compliance requirements
- Completion of all clinical site-specific requirements
- Provide a working cell phone number to facilitate communication with academic institution during clinical experiences
- Attestation to understanding and adherence to State and Federal laws and regulations governing physical therapy practice
- Completion of initial communication with assigned facility SCCE and/or CI by phone and/or email 4-8 weeks prior to clinical experience start date

Clinical Education Slot Solicitation

Request for student placement is solicited from clinical sites with whom the program has an affiliation agreement. Students are not allowed to solicit their own clinical education placements 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. Students will not be assigned to sites where they have been employed, are actively employed, have family that are employed, or have other affiliation making the student familiar to the site. Students are required to attend experiences at assigned clinical sites and changes will not be made unless the clinical site cancels.

In the event of site cancellation, the DCE and/or ADCE will obtain alternative placement and communicate such with the student in a timely manner. Students who were placed outside Florida who experience cancellation may not be placed in the same city or state. In these cases, the student may be required to complete the experience in Florida to prevent delayed graduation.

Because the goal of the NSU DPT program is to educate generalist PT practitioners prepared for entry-level practice, students are required to complete a variety of ICE experiences and full-time experiences to increase exposure. Full-time clinical education requirements include:

- Winter Year 1
 - First full-time clinical experience with adult/older adult population (goal to practice basic clinical skills learned in year 1)
- Fall and Winter Year 3
 - Year 3 students are required to complete 3 full-time clinical experiences total
 - 1) outpatient setting
 - 2) inpatient setting (ie. IRF, SNF, acute hospital, etc.)

- 3) other (this can be a specialty rotation such as peds or sports or can be an additional outpatient or inpatient rotation)
- Order of the Year 3 experiences is dependent on availability of placements and geographical location
- Specialty placements (ie. Pediatrics, sports, international experiences, etc.) are dependent on availability and student qualifications (ie. GPA, essay, interview, etc.) DCE will provide detailed information on process and requirements during site assignment orientation.

Compliance

Students are required to submit routine proof of compliance with DPT Program, University, and, in some cases, clinical site-specific requirements. DPT program requirements can be found in at https://healthsciences.nova.edu/pt/dpt/clinical_education.html 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 and include and clinical site-specific requirements can be found on facility websites, contracted compliance databases and/or clinical education agreement.

Students must meet all compliance requirements prior to start and throughout clinical experience. Students violating this policy may be dismissed from the clinic with possible course failure and may 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 NSU policies and procedures, State, and Federal rules and regulations while functioning in clinical sites.

Clinical Instructor Absence or Schedule Change

Students must notify the DCE and/or ACDE immediately (same day) when CI is absent (planned or unplanned) or has a significant schedule change. Student must provide covering CI name and contact information and/or new schedule in writing by e mail or text to the DCE and ADCE. Covering or alternate CI must be a licensed PT for at least 1 year.

Clinical Instructor Change

Students must notify the DCE and/or ACDE immediately (same day) if there is a temporary or permanent CI change. Student must provide new CI name and contact information in writing by e mail and submit update on learning management system to the DCE and ADCE. New CI must be a licensed PT for at least 1 year.

Patient Care Documentation

All patient care documentation (electronic or paper-based) must be legibly signed with the student's name clearly written, 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. At no time may the student use other professional titles (e.g. PT, ATC, etc.) while on a clinical education experience, regardless of any other degree or designation possessed. Supervising CI is required to co-sign/countersign all medical record entries made by students. Students may document for Medicare Part A and B patients when the documentation cites that CI was directly involved during the patient interaction. See recommended language for Medicare documentation in Appendix XXX Recommended language, per APTA Clinical Instructor Education and Credentialing Program (CIECP).

Communication

Communication between Student and Program

Students are required to keep regular communication with the Program on their progress during each clinical experience. Students are required to submit goals and progress reports through the learning management system and self-assessments through the midterm and final CPIs. In addition, students are required to notify the Program immediately of significant changes and/or concerns (CI, schedule, setting, etc.) that occur during the experience. Students are expected to answer e mails from Program within 24 hours and have a working cell phone to receive emergent communication from program.

Communication between CI and Program

Communication occurs by email, video chat, phone, and/or text. CIs should inform DCE/ADCE immediately if there is any concern regarding student knowledge or performance during the experience. Contact information for the clinical education team can be found at https://healthsciences.nova.edu/pt/dpt/clinical_education.html.

Site Visits

The DPT program may conduct announced or unannounced clinical site visits. The purpose of the site visit is to ensure ongoing assessment of the clinical educational experience provided at the site, including CI, patients, facility, and other staff. The site visitor will interview the student and the CI. A meeting with the SCCE may be requested. Site visits and/or phone conferences may also be conducted if a student is not meeting expectations or is at risk for failing, as determined by the DCE/ADCE in consultation with CI. NSU faculty conducting site visits and phone conferences will complete the form which is reviewed by the DCE/ADCE. Forms are found in Appendix D.

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

The NSU clinic uniform/required professional dress is navy blue NSU polo- shirt and khaki slacks (no capris), non-skid closed toe, supportive shoes with socks, white lab coat if required by site, student ID/name badge, wristwatch (preferred.) Facilities may require specific scrub sets or other clothing and requirements, in which case the student is responsible for complying with the facility dress code.

If a student has long hair, it must be tied back. Nails should be 1/8 inch or less and minimal non-dangling jewelry.

PT Equipment

Students must bring their own, properly functioning medical diagnostic instruments (stethoscope, blood pressure cuff, goniometer, reflex hammer, gait belt, etc.) and other small equipment such as a clip board, pocket notebook, and ink pens, watch with a second hand, etc. to each clinical education experience. Student are expected to review operation manuals for proper use of equipment and demonstrate competence in use of the equipment during the experience. Students may also be introduced to facility specific equipment. Students should seek training from CI on operation of such equipment and must demonstrate competency and comply with all facility regulations before using equipment with patients.

Attendance

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.

Beginning and end dates for clinical education experiences are established by the program and provided to students in advance. There may be days or weeks between scheduled clinical experiences which are reserved for site orientation or in person required onboarding activities, clinical make up days and adjusted schedules as needed for individual students and/or experiences. Students should not consider this as time off or vacation days. Students must be available during these dates for clinic activities. Students who are not available during these time period or who schedule any activities which would prevent them from participating in required clinical education activities will be assigned unexcused absences and may not be able to successfully complete experience. Student may be referred to CSP and placed on Professional Behavior Probation. These actions may result in delayed graduation.

Students are not permitted any absences during clinical education experiences. Students are required to notify the DCE/ADCE within 24 hours of potential absence. In the case of illness or emergency where advanced notice cannot be given, the student should notify the program as soon as possible. Students should complete the Student Notice of Absence Form found at <https://healthsciences.nova.edu/pt/dpt/clinical-education/student-absence-form1.pdf> and email the form to the DCE, ADCE, and program director. 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 hours may result in failure of the clinical experience, referral to CSP, and may delay graduation.

Student daily schedule is determined by the CI and facility requirements but should be the equivalent of full-time or approximately 40 hours per week. Students should notify DCE/ADCE in situations where they are attending less than full-time hours. Students must follow the work schedule 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) If the primary CI is absent or flexed, the student will follow the schedule of the assigned covering CI.

Students must be in good general health and be able to fulfill the Essential Functions/Technical Standards of a DPT student found at <https://healthsciences.nova.edu/pt/dpt/clinical-education/essential-funtions.pdf> in order to participate in clinical education. Students who do not meet these requirements must notify their CI and the DCE/ADCE immediately to determine if the student can continue participating in clinical education. If the student is unable to continue, then the DCE/ADCE and program director will determine a plan for making up the missed time. Students who miss a significant extended period of clinical time due to illness/injury may need an additional clinical experience which may be at a different location and may be required to apply for a leave of absence.

Leave of Absence

Students who are seeking 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 The CHCS Student Handbook policy found at (954) 262-7185 or disabilityservices@nova.edu. 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

nova.edu/disability services. 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 uses the APTA online CPI for student evaluation for all full-time clinical education experiences. The CPI assessment is completed by both the CI and the student during the final week of the first clinical education experience, and during both midterm and final week of the terminal full-time clinical experiences.

Web-Based CPI Training

SCCEs, CIs, and students are required complete a self-study prior to the start of a designated clinical education experience to enable access to the online CPI. American Physical Therapy Association (APTA) awards 2 continuing education hours (CEH) upon successful completion of the post-course examination. NSU DPT program will provide the SCCE/CI with access instructions prior to the start of the clinical education experience. CPI Web training only needs to be completed once.

If a new CI has only had CPI access as a DPT student, they must provide their former user CPI ID to the program with their preferred username as a CI. The Clinical Support Coordinator will facilitate the transition of email and CPI access through Liaison International in order to be able to match CI and student.

Grading

Each clinical education experience is a separate and distinct course and is graded using pass/fail designation. The DCE/ADCE assigns grades for clinical education courses based on the electronic APTA CPI data and ongoing assessment by the CI.

For terminal clinical experiences students must achieve “entry-level” or greater on the final CPI in all categories to pass the experience. Students at midterm who demonstrate deficiency in safe practice will be considered “at risk” for course failure and may require remediation.

For CP, students must achieve “advanced beginner” on the CPI items and “entry-level” for safety.

For all clinical experiences students must complete all assignments and submit them on time, complete the required CPI self-assessments (midterm and /or final); final only for and complete site and CI evaluation forms in order to pass the course.

Unsatisfactory Student Performance/Early Termination of Clinical Experience

At any point in time, a student who is not meeting requirements, as deemed by the DCE/ADCE in consultation with the CI, may be removed from the facility and the experience may be terminated. The DCE/ADCE will make the ultimate determination of student course failure. Reasons for termination may include, but are not limited to poor knowledge or skills, unprofessional behavior, inability to effectively communicate with patients or others, safety breach that puts patient at significant risk of harm or

injures patient(s), harms or injures a patient, inadequate clinical reasoning for academic level, etc. Every effort will be made to conduct an in-person site visit for students who are at risk for failing.

The CHCS Student Handbook Policy found at

https://www.nova.edu/publications/chcs/chcs_student_handbook/index.html states: “While matriculating through the D.P.T. program, each student is permitted to remediate a total of two didactic courses. Since a student who receives a final course grade of F in any course is not allowed to progress to the succeeding semester, he or she must successfully remediate the first course failure to be granted the opportunity to remediate a second course failure. A student will be allowed to sit for only one remediation examination per course. Students who fail a clinical experience may be given one opportunity to retake the experience at a time and place determined by the director of Clinical Education (DCE) and in accordance with NSU policy. Students who fail a clinical experience will be sent to the CSP. If a student fails a clinical experience a second time, he or she may be dismissed from the program.”

Remediation

Students who do not successfully pass a clinical experience and who are eligible for retake, will be required to remediate the experience. Students may be required to remediate at a different facility from the one they were originally placed. Students who failed the experience while out of state, may be required to remediate in a local facility within Florida. Additional remedial activities such as readings, self-study, course work, faculty guided clinical experiences, etc. may be required prior to beginning the full-time remediation clinical experience. Remediation clinical experiences must be timed with semester start dates, therefore participation in the experience will likely delay graduation. Remediation activities and requirements will be outlined in an individualized learning contract which will be discussed with student prior to participation in remediation. **Forms are found in Appendix F.**

The full course remediation policy can be found at

https://www.nova.edu/publications/chcs/chcs_student_handbook/124/.

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

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 Material Safety Data Sheets (MSDS) manual in each facility and understand precaution of chemicals used by the department
- Maintain universal precautions with all patients at all times 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 of detailing restrictions and recommendations (DCE/ADCE will review the potential risk with the student, SCCE, and CI to determine continuation of experience)
- Report exposure to an infectious disease, for which they have not been immunized, to the DCE/ADCE, SCCE, and CI (student will be responsible for costs of determining exposure risk such as blood draws or doctor visits)

Emergency Procedures

Reporting Incidents

Students are required to report all occurrences or incidents that occur during clinical education experiences. The following procedure should be followed:

1. All occurrences/incidents involving students and patients must be reported immediately by phone to the student's assigned Academic Clinical Faculty or DCE, ADCE by the student and the student's CI, and in writing via NSU email, to the PT Program
2. The DCE/Assistant DCE must report any incidents to the NSU Risk Management Department providing minimal written documentation or oral report. The NSU HPD Risk Manager may contact the student directly and / or the CI or appropriate individual at the facility for additional information
3. The student will promptly comply with all requirements of the NSU HPD Risk Manager regarding the incident
4. The student must furnish the Academic Clinical Faculty with any documents notifying of a potentially compensable event i.e. professional liability claim or legal action. The DCE will furnish the written documentation or oral report to the appropriate NSU authorities
5. The CI may need to complete the critical incident report in the electronic CPI

Emergency Medical Procedures

While there is no guarantee or requirement for such, some of the clinical sites may arrange for the emergency medical care of students in the event of accidental injury or illness. Any care received at the facility is at the student's expense. All students are required to have active and current health insurance. In addition, the student is responsible for all subsequent costs involved in follow-up care, treatment, counseling, hospitalization or preventive care. Students should follow the following procedures if exposed:

1. Using gloves, remove and dispose of all contaminated personal protective equipment (PPE). Wash the exposed area thoroughly with soap and running water. Use nonabrasive, antibacterial soap, if possible. If blood is splashed in the eye or mucous membrane, flush the affected area with running water for at least 15 minutes.
2. Report the exposure to their supervising CI AND to the DCE/ADCE as soon as possible.
3. Many clinical facilities will begin the post exposure procedure(s) with the student during the second year after exposure. There is no mandatory requirement for them to do so. Any costs incurred by the student in following such a plan are the responsibility of the student. It is up to the student to ascertain costs (if any) in advance of accepting such services.
4. If a student is in the local NSU geographical area, they may go to the NSU Health Care Center to request blood testing. The Hepatitis B vaccination series is provided to students at no cost as part of the student activity fees paid each year. Blood testing is not part of this free service. Students may also contact their personal primary care provider for care and follow-up.
5. If a student chooses to utilize the services on campus, the NSU Health Center has a specific set of procedures that they will follow for all post-exposure cases. These guidelines are consistent with the Centers for Disease Control (CDC) policy and procedures. These procedures include documentation, treatment and follow-up recommendations.
6. Any costs incurred at the NSU Health Care Center are the sole responsibility of the student.

Severe Weather/Storm Disaster Plan

In the event of severe weather conditions or natural disasters (ie. tropical storm, hurricane, severe snowstorm, etc.) students should follow facility procedures. Students should:

1. Notify DCE/ADCE of impending storms or when a natural disaster has occurred (including how much time, if any, was missed)
2. Comply with student facility disaster policies or instructions
3. Participate in storm preparations and follow up as outlined in facility procedures
4. Not drive or commute through active natural disasters to attend clinical experience
5. Remain in contact with CI and/or SCCE before, during, and after event
6. Receive clearance from CI and/or SCCE before returning to clinic
7. When more than 3 days are missed, student is required to make them up

Clinical Site-Specific Assignments

Students may be required to complete a clinical site-specific mandatory assignment in addition to academic requirements. In these cases, students should notify the DCE/ADCE of the requirement. Successful completion of the assignment is required for successful completion of the experience. The CI, in consultation with the DCE when necessary, will make the determination of successful completion of the requirement.

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 PT Department CSP. In some instances, clinical sites may require that a student carry a phone for internal communication or references purposes.

Social Media

Students should not use social media during working hours in the clinic for any personal reasons. Students should not “friend” or connect with patients 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 PT Department CSP.

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 advise the DCE. 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.

Appendices

Appendix A: Clinical Site Evaluation

Acadaware – Student Final Assessment of Experience

Instructor Name:

Experience Site:

Experience Name:

Experience Start Date:

1. What describes your assessment of the Supervision and Guidance you typically received?
 - a. Needed much more
 - b. Needed a little more
 - c. Just Right
 - d. Needed a little less
 - e. Needed a lot less
2. What best describes your assessment of the Progression of Responsibility?
 - a. Too slow
 - b. A little too slow
 - c. Just Right
 - d. A little too fast
 - e. Too fast
3. Rate your assessment of the Frequency of Feedback and Discussion.
 - a. Needed more
 - b. Needed a little more
 - c. Just Right
4. What best represents your level of satisfaction with the overall type of feedback you received?
 - a. Very satisfied
 - b. Satisfied
 - c. Slightly satisfied, needed some adjustments
 - d. Not satisfied
5. The Clinical site was well prepared for my internship.
 - a. Strongly disagree
 - b. Disagree
 - c. Neutral
 - d. Agree
 - e. Strongly agree
6. The orientation process was thorough and informative.
 - a. Strongly disagree
 - b. Disagree
 - c. Neutral
 - d. Agree
 - e. Strongly agree

7. I was made to feel welcome and part of the team.
 - a. Strongly disagree
 - b. Disagree
 - c. Neutral
 - d. Agree
 - e. Strongly agree
8. The overall learning environment was excellent.
 - a. Strongly disagree
 - b. Disagree
 - c. Neutral
 - d. Agree
 - e. Strongly agree
9. Evidence based practice was the standard of care for this clinic.
 - a. Strongly disagree
 - b. Disagree
 - c. Neutral
 - d. Agree
 - e. Strongly agree
10. I would recommend this clinical site to other students.
 - a. Strongly disagree
 - b. Disagree
 - c. Neutral
 - d. Agree
 - e. Strongly agree
11. What was most helpful for your learning during the second half of this rotation course.
 - a. Strongly disagree
 - b. Disagree
 - c. Neutral
 - d. Agree
 - e. Strongly agree
12. What specific suggestions do you have for your instructors(s) to make the clinical instruction you received even better?
 - a. Strongly disagree
 - b. Disagree
 - c. Neutral
 - d. Agree
 - e. Strongly agree
13. Please provide any other constructive feedback on the student program at this facility – such as, what was helpful and appreciated and what could be done differently to make the overall student experience even better.
 - a. Strongly disagree
 - b. Disagree
 - c. Neutral
 - d. Agree

- e. Strongly agree
14. Percent time you were involved in working with patients/clients within the following categories
- a. Cardiopulmonary
 - b. Integumentary
 - c. Neuromuscular
 - d. Musculoskeletal
 - e. Other
15. Percent time you were involved in working with patients/clients within the following categories
- a. 0 – 10
 - b. 11 – 17
 - c. 18 – 40
 - d. 41 – 64
 - e. 65+
16. Identify the special learning opportunities you were exposed to during this clinical experience.
17. List the different types of healthcare providers you interacted with during your clinical experience.
18. What suggestions do you have for any future students that will enhance their experience at this clinical education site?
19. Please provide any helpful information for future students about logistics such as transportation, parking, housing, meals, etc.

Curriculum Feedback

The responses to the following questions are viewed by the academic program and used for curricular assessment and improvement.

- 20. To what activities/experiences were you exposed for which you felt well prepared?
- 21. To what activities/experiences were you exposed for which you felt unprepared?
- 22. What suggestions do you have for changes in the academic curriculum that would better prepare you for this clinical experience?

Appendix B: Clinical Instructor Evaluation

Appendix C: DCE Survey

The Director of Clinical Education (DCE) plays a pivotal role in physical therapy education. The purpose of this survey is assist the DCE in improving the clinical education processes. Your feedback will be instrumental to enhance DCE performance and to refine the institution's clinical education program. Please rate each item on a scale of 1 to 5 with 1 being poor and 5 being excellent.

Please provide a short comment for each question.

1. The DCE communicated regularly with me and my CI(s) throughout the clinical internships via email, phone, text, in person.
2. The DCE encouraged me to share any issues or concerns I had during the clinical experiences.
3. The DCE was accessible and responsive to my questions/concerns/input throughout the clinical
4. Internships by phone, email, text or in person.
5. The DCE was able to resolve or mediate learning difficulties or other issues encountered during the experiences in a timely manner.
6. The DCE fostered an atmosphere of mutual respect in clinical education.
7. The DCE demonstrated effective organizational skills during the clinical internships.
8. The DCE adhered to the policies and procedures for the clinical education program.
9. The facilities to which I was assigned provided the types of general learning experiences that I
10. expected based on the information that was available online and as indicated in the placement
11. information and by the DCE.

Appendix D

Clinical Practicum Site Visit Form

Clinical Practicum Site visit form: Nova Southeastern University FLL	
Student:	Date:
Facility:	CP 1 _____ CP3 _____
CI Name(s)	Other Facility Staff Present
DISCUSSIONS WITH CLINICAL INSTRUCTOR	
Student: Strengths	Student: Areas for Improvement / Challenges
Safety	Safety
Communication skills	Communication skills
Clinical skills	Clinical skills
Therapeutic Presence	Therapeutic Presence
Professional Behavior	Professional Behavior
Clinical Reasoning	Clinical Reasoning
Documentation	Documentation
Other:	Other:

<p>Caseload goal for the student?</p> <p>Describe the student's ability to manage their assigned patients. How does the CI assign the student to manage patients? Does the CI have any concerns with assigning the student patients?</p>
<p>Is the student on target to reach the established expectations of the clinical expectations?</p> <p>Below ____ On Target _____ Above _____</p>
<p>Any feedback/suggestions regarding NSU PT program curriculum on student performance and goals. (Feedback helps support curriculum modification.)</p>
<p>Other comments to communicate to the program.</p>
<p>Academic Faculty Assessment of Clinical Instructor</p>
<p style="text-align: center;">DISCUSSIONS WITH NSU STUDENT</p>
<p>How are you doing? Describe your areas of strength and areas for improvement.</p>
<p>Is your CI's feedback effective in promoting your learning? What type of feedback and supervision are you receiving? Please describe.</p>
<p>What is your current caseload (# of patients)? Describe your ability to manage your assigned caseload.</p>
<p>Have you experienced any surprises? Any challenges? Describe.</p>
<p>Were you prepared for this clinical experience? If not, please explain.</p>

Any feedback/suggestions to share with the program/faculty for curricular modifications?

Other comments

Clinical Education Experience Site Visit Form

Please complete the following information for all site visits.

Facility Name: _____ Address: _____
_____ Type of experience: _____

Faculty: _____ Date: _____ Time: _____

CI Name: _____ Student: _____

Other facility staff present: _____

Student present with CI: ___yes ___no

Indicate which clinical course: CI I CI II CI III

Background questions:

Have you received the clinical education handbook? ___yes.

Is there any content we can clarify or questions you have?

1. How is the student doing overall? (Strengths, challenges)
2. How do you best provide feedback and oversight to the student? How does student respond/integrate?
3. Is the student on target to reach the established goals of the experience that were communicated via email and in the handbook as well as facility goals if formalized?

Midterm: Final:

4. Compared to other students, NSU or other programs you may have had at the same level, how does your current NSU student compare?
5. Do you have any suggestions based on goals and student performance that can be shared with the faculty, as curricular modifications are developed based on feedback?
6. Have you felt comfortable with assigning students to managing patients and with the student's ability to manage them appropriately? If not, or If early in the clinical experience, what types of activities are you comfortable with assigning to the student? How do they perform?

Other comments:

Student Name: _____ Facility:

CI:

Date: Faculty:

Student comments:

Strengths:

Challenges:

Satisfaction with CI/ Receiving adequate input/feedback:

New Skills:

Appendix E

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.

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: _____