Doctor of Physical Therapy Program

Clinical Education Handbook

2017-2018

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**Table of Contents**

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>WELCOME LETTER TO OUR CLINICAL PARTNERS</td>
<td>4</td>
</tr>
<tr>
<td>WELCOME TO NSU-TAMPA DPT STUDENTS</td>
<td>5</td>
</tr>
<tr>
<td>MISSION STATEMENTS AND VISION</td>
<td>6</td>
</tr>
<tr>
<td>NSU MISSION STATEMENT</td>
<td>6</td>
</tr>
<tr>
<td>PHYSICAL THERAPY PROGRAM MISSION</td>
<td>6</td>
</tr>
<tr>
<td>TAMPA DPT PROGRAM MISSION</td>
<td>6</td>
</tr>
<tr>
<td>PHYSICAL THERAPY PROGRAM VISION</td>
<td>6</td>
</tr>
<tr>
<td>NSU DPT GRADUATE STUDENT PROFILE</td>
<td>6</td>
</tr>
<tr>
<td>TAMPA DPT CLINICAL EDUCATION MISSION &amp; PHILOSOPHY</td>
<td>7</td>
</tr>
<tr>
<td>TAMPA DPT STUDENT LEARNING OUTCOMES</td>
<td>7</td>
</tr>
<tr>
<td>CURRICULUM OVERVIEW</td>
<td>7</td>
</tr>
<tr>
<td>TAMPA DPT CLINICAL EDUCATION OVERVIEW</td>
<td>8</td>
</tr>
<tr>
<td>Clinical Education throughout the Tampa DPT Program Curriculum</td>
<td>8</td>
</tr>
<tr>
<td>Integrated Patient Experiences (PE)</td>
<td>8</td>
</tr>
<tr>
<td>Integrated Clinical Experiences (ICE)</td>
<td>8</td>
</tr>
<tr>
<td>Clinical Internships</td>
<td>8</td>
</tr>
<tr>
<td>Goal of Hybrid DPT Clinical Education Model</td>
<td>8</td>
</tr>
<tr>
<td>INTEGRATED EXPERIENCES</td>
<td>8</td>
</tr>
<tr>
<td>STUDENT EXPECTATIONS DURING PATIENT AND CLINICAL EXPERIENCES</td>
<td>9</td>
</tr>
<tr>
<td>COMMUNICATIONS</td>
<td>10</td>
</tr>
<tr>
<td>ROLES AND RESPONSIBILITIES WITHIN THE CLINICAL EDUCATION PROGRAM</td>
<td>11</td>
</tr>
<tr>
<td>THE DIRECTOR OF CLINICAL EDUCATION (DCE)</td>
<td>11</td>
</tr>
<tr>
<td>RIGHTS AND PRIVILEGES OF THE CENTER COORDINATOR OF CLINICAL EDUCATION (CCCE) AND THE CLINICAL INSTRUCTOR (CI)</td>
<td>11</td>
</tr>
<tr>
<td>CLINICAL SITE AND THE CCCE RESPONSIBILITIES</td>
<td>12</td>
</tr>
<tr>
<td>CI RESPONSIBILITIES</td>
<td>12</td>
</tr>
<tr>
<td>ROLE OF THE STUDENT AND SUPERVISION REQUIREMENTS</td>
<td>13</td>
</tr>
<tr>
<td>APTA CLINICAL INSTRUCTOR CREDENTIALALING</td>
<td>13</td>
</tr>
<tr>
<td>FLORIDA CONSORTIUM OF CLINICAL EDUCATORS (FCCE) MEMBERSHIP</td>
<td>14</td>
</tr>
<tr>
<td>ESTABLISHMENT AND MAINTENANCE OF AFFILIATION AGREEMENTS/CONTRACTS</td>
<td>15</td>
</tr>
<tr>
<td>SELECTION AND ASSIGNMENT OF CLINICAL INTERNSHIPS</td>
<td>15</td>
</tr>
<tr>
<td>CONFLICTS OF INTEREST AND OTHER CONSIDERATIONS</td>
<td>16</td>
</tr>
<tr>
<td>PREPARATION FOR CLINICAL INTERNSHIPS</td>
<td>16</td>
</tr>
<tr>
<td>STUDENT REQUIREMENTS</td>
<td>16</td>
</tr>
<tr>
<td>STUDENT COMPLIANCE BINDERS</td>
<td>16</td>
</tr>
<tr>
<td>INITIAL CONTACT BETWEEN STUDENT AND CLINICAL INSTRUCTOR</td>
<td>17</td>
</tr>
<tr>
<td>PROFESSIONAL EXPECTATIONS OF THE STUDENT DURING CLINICAL INTERNSHIPS</td>
<td>17</td>
</tr>
<tr>
<td>PROFESSIONAL BEHAVIOR</td>
<td>17</td>
</tr>
<tr>
<td>ATTENDANCE</td>
<td>19</td>
</tr>
<tr>
<td>Tardiness</td>
<td>19</td>
</tr>
<tr>
<td>Unexcused Absence</td>
<td>19</td>
</tr>
<tr>
<td>Excused Absence</td>
<td>20</td>
</tr>
<tr>
<td>Make-Up Days</td>
<td>20</td>
</tr>
<tr>
<td>Leave of Absence</td>
<td>20</td>
</tr>
</tbody>
</table>
Professional Conferences ................................................................. 20
Continuing Education Courses ......................................................... 21

APPEARANCE AND DRESS CODE .................................................. 21
MEDICAL RECORD DOCUMENTATION GUIDELINES FOR STUDENTS ............................................. 21
STUDENT ASSESSMENT AND THE ELECTRONIC CPI ................................................................. 22
INTERNSHIP GRADING ................................................................. 22
UNSATISFACTORY PERFORMANCE ON AN INTERNSHIP ............................................................. 23
INCOMPLETE INTERNSHIP .............................................................. 24
EARLY TERMINATION OF INTERNSHIP ......................................................... 24
STUDENT DISPUTES AND GRIEVANCES ......................................................... 25
ACADEMIC GRIEVANCES ...................................................................... 25
NONACADEMIC GRIEVANCES ...................................................................... 25
  Discrimination and Harassment .......................................................... 25
CLINICAL INSTRUCTOR GRIEVANCE PROCEDURE ......................................................... 25
CONFIDENTIALITY POLICY ...................................................................... 25
  Patient Information: .............................................................................. 26
  Student Information: .............................................................................. 26
  Clinical Center Information: ............................................................... 26
Social Media ......................................................................................... 26
OCCURRENCE OR INCIDENT REPORTING ....................................................... 26
MALPRACTICE INSURANCE ................................................................. 27
EMERGENCY PROCEDURES AND EXPOSURE PLAN ....................................................... 27
ADA ACCOMMODATIONS IN THE CLINIC ................................................................. 28
SEVERE WEATHER AND DISASTER PLAN ................................................................. 28
In the event of impending severe weather condition (i.e., tropical storm, hurricane, severe snow storm): ........ 28
CHANGE IN CLINICAL INSTRUCTOR ......................................................... 29
FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA) RELATED TO CLINICAL EDUCATION ................................................................. 29
GLOSSARY OF CLINICAL EDUCATION TERMS ...................................................................... 29
  Center Coordinator of Clinical Education (CCCE) ......................................................... 29
  Clinical Center ......................................................................................... 30
  Clinical Education ......................................................................................... 30
  Clinical Instructor (CI) ......................................................................................... 30
  Clinical Internship Course ......................................................................................... 30
  Clinical Performance Instrument (CPI or WebCPI) ......................................................... 30
  Director of Clinical Education (DCE) ......................................................................................... 30
APPENDICES ......................................................................................... 30
Appendix A: Tampa DPT Curriculum ......................................................................................... 32
Appendix B – Tampa DPT Course Descriptions ......................................................................................... 32
Appendix C: Essential Functions of the NSU DPT Student ......................................................................................... 43
Appendix D – DPT Lab Kit Equipment Requirements ......................................................................................... 46
Appendix E – PT CPI Course Instructions ......................................................................................... 47
Appendix F – Sample Affiliation Agreement ......................................................................................... 48
Appendix G – Student Compliance Checklist ......................................................................................... 53
Appendix H - Student Data Form ......................................................................................... 54
Appendix I – Student Internship Schedule Form ......................................................................................... 56
Appendix J - Weekly Planning Form ......................................................................................... 57
Appendix K: Description of Capstone Project ......................................................................................... 58
**WELCOME LETTER TO OUR CLINICAL PARTNERS**

Dear Clinical Partner:

The Nova Southeastern University (NSU) Professional Hybrid Doctor of Physical Therapy (DPT) Program is proud to partner with selected clinical centers across the US in providing quality clinical education experiences for our students. The Hybrid DPT Program is part of the Health Professions Division of NSU and is within the College of Health Care Sciences. Our program is located at NSU’s Tampa Campus. The Physical Therapy Program at Nova Southeastern University is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, Virginia 22314; telephone: 703-706-3245; email: [accreditation@apta.org](mailto:accreditation@apta.org); website: [http://www.capteonline.org](http://www.capteonline.org). Our program is also accredited by the Southern Association of Colleges and Schools (SACS) Commission on Colleges to award associate’s, baccalaureate, master’s, educational specialist, doctorate, and professional degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Nova Southeastern University.

We appreciate your willingness to supervise student interns, evaluate their performance, and provide feedback on our curriculum. Without your assistance and support, we would not be able to provide students with enriching clinical experiences to meet the requirements for graduation. The privilege of teaching tomorrow’s physical therapy professionals is both a rewarding and challenging endeavor. We promise to provide you with all of the information and assistance you may need throughout a student’s clinical internship in your center. We are available and prepared to ensure that each learning experience is positive and mutually beneficial for you, your student, the clinic, and the university.

The information found in this handbook and on the Hybrid DPT Clinical Education Resource Center web page will answer most of your questions. The responsibilities and roles of students and clinical instructors in achieving clinical education objectives are clearly delineated and linked to the program’s requirements and expectations. If at any time a student is not achieving the anticipated objectives, please contact us immediately. We are here to confer and to facilitate resolution of potential problems or barriers to students’ successful performance.

We encourage and welcome feedback about clinical education and its role in our broader curriculum. Only by your willingness to provide these important learning experiences can NSU-Tampa reach our goal to graduate caring, competent, culturally sensitive, and outstanding physical therapists.

We are active participants in the Florida Consortium of Clinical Educators (FCCE) and invite all of you to participate. Please contact us for information or go to [http://www.fpta.org/members/group.aspx?id=144233](http://www.fpta.org/members/group.aspx?id=144233).

Thank you for your participation during this crucial phase of the students’ education.

Best regards,

*Robin E Galley, PT, DPT, OCS*

**Director of Clinical Education**

**Assistant Professor of Physical Therapy**

**Nova Southeastern University–Tampa, 3632 Queen Palm Drive, Tampa, FL 33619**

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WELCOME TO NSU-TAMPA DPT STUDENTS

Dear Student:

This document includes information on an important component of our curriculum – clinical education. This official manual is a supplement to the College of Health Care Sciences (CHCS) Student Handbook and as such it serves to govern the actions of students, clinical instructors, and other parties involved in clinical education. The clinical center is an extension of the Nova Southeastern Campus while on clinical internship, and therefore students are subject to all the policies and procedures contained in the current CHCS Student Handbook, Nova Southeastern (NSU) Student Handbook, Essential Functions of the DPT Student, NSU Code of Conduct, and Physical Therapy Department Policy & Procedures.

Students are invited guests of each clinical center and representatives of Nova Southeastern University and the physical therapy profession. Discretion and professional behavior are required at all times. Professional conduct includes but is not limited to: punctuality, reliability, dependability, attendance, appropriate dress, respectful and polite interaction with others, a calm demeanor, keeping personal business out of the workplace, and remaining free from the influence of drugs and alcohol.

During this learning opportunity, students should demonstrate adult learning attributes including active learning, intellectual curiosity and initiative, participation in clinical discussions and activities, and integration of constructive feedback into practice. Ultimately the successful completion of a clinical internship is the responsibility of the individual student. The core values of our profession (below) are an excellent guide to the expectations for students and physical therapists.

APTA Core Values

<table>
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<th>Accountability</th>
<th>Altruism</th>
<th>Compassion/Caring</th>
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</thead>
<tbody>
<tr>
<td>is active acceptance of the responsibility for the diverse roles, obligations, and actions of the physical therapist including self-regulation and other behaviors that positively influence patient/client outcomes, the profession and the health needs of society.</td>
<td>is the primary regard for or devotion to the interest of patients/clients, thus assuming the fiduciary responsibility of placing the needs of the patient/client ahead of the physical therapist’s self-interest.</td>
<td>is the desire to identify with or sense something of another’s experience; a precursor of caring. Caring is the concern, empathy, and consideration for the needs and values of others.</td>
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<tr>
<th>Excellence</th>
<th>Integrity</th>
<th>Professional Duty</th>
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</thead>
<tbody>
<tr>
<td>is physical therapy practice that consistently uses current knowledge and theory while understanding personal limits, integrates judgment and the patient/client perspective, embraces advancement, challenges mediocrity, and works toward development of new knowledge.</td>
<td>is steadfast adherence to high ethical principles or professional standards; truthfulness, fairness, doing what you say you will do, and “speaking forth” about why you do what you do.</td>
<td>is the commitment to meeting one’s obligations to provide effective physical therapy services to patients/clients, to serve the profession, and to positively influence the health of society.</td>
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Social Responsibility is the promotion of a mutual trust between the profession and the larger public that necessitates responding to societal needs for health and wellness.

Taken from the APTA document: PROFESSIONALISM IN PHYSICAL THERAPY: CORE VALUES BOD P05-04-02-03 [Amended BOD 08-03-04-10]
MISSION STATEMENTS AND VISION

NSU MISSION STATEMENT

Nova Southeastern University is a dynamic, not-for-profit independent institution dedicated to providing high-quality educational programs of distinction from pre-school through the professional and doctoral levels, as well as service to the community. Nova Southeastern University prepares students for lifelong learning and leadership roles in business and the professions. It offers academic programs at times convenient to students, employing innovative delivery systems and rich learning resources on campus and at distant sites. The university fosters inquiry, research, and creative professional activity, by uniting faculty and students in acquiring and applying knowledge in clinical, community, and professional settings.

PHYSICAL THERAPY PROGRAM MISSION

Nova Southeastern University’s Department of Physical Therapy prepares entry level and post-professional physical therapists with the skills, knowledge and values to effectively practice, educate, lead, and conduct physical therapy education and research in interprofessional environments. The curricula foster clinical inquiry and reasoning, professionalism, and evidence-based practice. The programs facilitate accessibility to physical therapist education through innovative instructional delivery models and promote intellectual curiosity, reflection, and lifelong learning skills. Faculty, students, and alumni actively participate in the profession through scholarship, service, collaboration, mentoring, and serving those in need of PT services locally, nationally and globally.

Tampa DPT PROGRAM MISSION

The Tampa Physical Therapy program prepares competent, caring, and skilled Doctors of Physical Therapy in a rich learning environment, blending face-to-face with online learning experiences to create a community of inquiry that supports clinical reasoning, lifelong learning, reflective practice, evidence-based decisions, and service to the community. Graduates are prepared to practice with integrity in diverse, inter-professional environments, using technology to enhance practice and communication.

PHYSICAL THERAPY PROGRAM VISION

The vision of the Physical Therapy Programs at Nova Southeastern University is to excel and be nationally recognized for the development of entry level and post professional physical therapists who dedicate themselves to the profession and the community through clinical practice, education, research and civic engagement. A foundation will be built upon the principles of best practice, interprofessional collaboration, cultural competence and value-based consumer-centered services. Faculty and graduates will be leaders in the profession locally, nationally and internationally, supporting innovation and access to services across the healthcare continuum.

NSU DPT GRADUATE STUDENT PROFILE

NSU entry-level graduates possess the skills and knowledge to be well-prepared to serve as primary care providers in collaboration with other health professionals. They practice with cultural sensitivity using current evidence-based practice.
**Tampa DPT CLINICAL EDUCATION MISSION & PHILOSOPHY**

The mission of the Tampa DPT clinical education program is to coordinate and evaluate clinical experiences across the lifespan and continuum of care for each student with the mentoring of strong clinical instructor role models who practice contemporary physical therapy and interdisciplinary health care in selected centers near a student’s home or anticipated practice community.

We believe that clinical education is the heart of professional education and the link between the classroom and the real world that requires a strong working relationship with select clinical centers and instructors who share in the program’s values.

**Tampa DPT STUDENT LEARNING OUTCOMES**

Graduates of the Doctor of Physical Therapy program will:

1. Engage in competent patient/client management across the lifespan, including: screening, examination, evaluation, diagnosis, prognosis and plan of care, interventions, and outcome assessment.
2. Internalize the core values of professionalism including accountability, altruism, compassion/caring, excellence, integrity, professional duty, and social responsibility in all roles.
3. Synthesize research evidence along with clinical experience and patients’ beliefs/values in order to make reasoned clinical and professional decisions through advanced critical thinking.
4. Integrate health promotion, fitness, wellness, and prevention with patients, groups, community, and society as educators, consultants, and collaborators.
5. Take responsibility for ongoing self-assessment, lifelong learning, and continuing professional competence.

**CURRICULUM OVERVIEW**

The DPT Program at NSU-Tampa was an expansion of NSU’s DPT Program in Ft. Lauderdale, FL and is now independently accredited by CAPTE. Our program is designed for students who need flexibility because of financial, family, or geographic reasons. The 4-year curriculum combines online and face-to-face learning so that students can work at least part-time. All clinical internships are full-time, 12-week experiences occurring AFTER students complete all didactic classes. During the first 3 years of the curriculum, students participate in integrated clinical experiences (ICE) in multiple clinical settings and integrated patient experiences (PE) whereby patients come into the classroom for examination/treatment. The full curriculum, course description, and essential functions are summarized in following Appendices of this handbook:

**Tampa DPT Curriculum**
See Appendix A: Tampa DPT Curriculum

**Course Descriptions**
See Appendix B: Tampa DPT Course Descriptions
Essential Functions of the DPT Student
See Appendix C: Tampa DPT Essential Functions Document

Tampa DPT CLINICAL EDUCATION OVERVIEW

Clinical Education throughout the DPT Program Curriculum

Integrated Patient Experiences (PE)
Integrated patient experiences begin in the first year. These experiences are actual patient interactions integrated into select courses that take place on the NSU Tampa campus. The purpose of PE is to foster early and immediate application of knowledge and skills to real patients/clients with immediate feedback from faculty and lab assistants who serve as classroom lab instructors. (See Integrated Experiences section.)

Integrated Clinical Experiences (ICE)
Integrated clinical experiences begin in the second year. These experiences are actual patient interactions integrated into select courses that take place at partner clinical centers. The purpose of ICE is to apply professional and clinical practice in the actual clinical setting. (See Integrated Experiences section.)

Clinical Internships
This component of the DPT curriculum is comprised of 3, 12-week full-time clinical internships. Students are assigned to selected clinical centers to apply their learned skills and receive instruction in patient care from a clinical instructor. Students are evaluated using the Clinical Performance Instrument (CPI.)

Goal of Tampa’s DPT Clinical Education
The goal of Tampa’s DPT clinical education is that each student meets all CPI criteria through individualized learning plans that reflect depth of learning and quality mentoring by licensed physical therapists.

Model
Each student receives 120-160 hours (3-4 weeks) of integrated clinical & patient experiences throughout the DPT didactic curriculum, and 35 weeks of full time clinical internships beginning in the fall of their fourth year. The DCE assigns students to clinical centers for clinical internship to assure the best possible match of a student’s learning needs and the learning opportunities available in a particular center.

INTEGRATED EXPERIENCES

During the first three years of the curriculum, students have patient experiences that occur during and outside of their usual Weekend Institute class time. Some of these experiences have been integrated into the classroom lab time of the coursework in order to allow for immediate application of learned skills and concepts to an actual patient. Additional clinical experience time is spent at local hospitals and clinics. During the progression of these experiences students develop skills in all domains of learning: cognitive, psychomotor and affective.

The key components of integrated clinical & patient experiences are:
1. **Clinical Setting**: Experiences take place either in actual patient care facilities or in the on-campus lab facilities that have been equipped to simulate typical clinical facility settings.

2. **Patients**: Actual patient volunteers are recruited from the community to attend Weekend Institutes for the purpose of participating in our Integrated Patient Experiences. Patients are seen in the on-campus lab-clinic or students go to the patients’ care facility locations if necessary. Patients reflect the diversity of the lifespan and the cultures.

3. **Clinical Instructors (CI)**: Faculty members of the Tampa DPT program are all APTA Credentialed Clinical Instructors and provide guidance and supervision during these integrated experiences. Furthermore, local Credentialed CI’s are present as lab assistants for such experiences.

4. **Performance Assessment**: Student performance is assessed through means that incorporate the criteria and sample behaviors found in the CPI. This is done in order to familiarize the student with the global outcomes assessed by the CPI and prepare the student for full time clinical internships. Feedback is given often and immediately.

Courses which may include Integrated Clinical &/or Patient Experiences:
- Essentials of Exercise Physiology
- Clinical Skills I
- Clinical Skills II
- Patient/Client Management Post Amputation
- Cardiovascular and Pulmonary PT
- Motor Control Across the Lifespan
- Pediatrics
- Musculoskeletal II
- Musculoskeletal III
- Neuromuscular I
- Neuromuscular II

**STUDENT EXPECTATIONS DURING PATIENT AND CLINICAL EXPERIENCES**

During each Integrated Experience, whether on-campus or off-campus, the student is expected to conduct themselves in accordance with all policies and procedures established by the clinical site (if applicable), NSU, the APTA Guide for Professional Conduct, and all applicable state and federal laws. Professional conduct includes but is not limited to: punctuality, reliability, dependability, attendance, appropriate dress, respectful and polite interaction with others, a calm demeanor, keeping personal business out of the workplace, and remaining free from the influence of drugs and alcohol. Students who fail to demonstrate an acceptable level of maturity and professionalism may be asked to leave the ICE or PE and will receive a failing grade for that experience.

Additionally, during every scheduled experience, the student is expected to be in professional clinic dress (NSU Polo, khaki pants, closed-toe flat shoes, white Nova lab coat, and name-tag) unless otherwise instructed by the Clinical or Course Instructor. Each student must have their own personal lab kit with them that is complete with all items listed in Appendix D.
COMMUNICATIONS

Communication methods and frequency vary according to the individual situation and stakeholders involved. The Tampa DPT program and its clinical education resources can be accessed at http://www.nova.edu/chcs/pt/hedpt-tampa/index.html. This page contains the Clinical Education Handbook and links to all pertinent forms. It can be accessed at any time for broad policy questions or to access forms or other references. Direct all clinical education issues to:

Dr. Robin Galley, PT, DPT, OCS  
NSU-Tampa DPT Program  
3632 Queen Palm Drive, Tampa, FL 33619  
Office: (813) 574-5316  
Cell: (813) 789-9363  
Fax: (813) 574-5333  
Email: rgalley@nova.edu

Accurate contact information for all parties is essential to strong communications, so all parties are asked to use email to notify the DCE immediately of any changes in phone, address, email, fax, etc. The DCE is responsible for updating and distributing this database information to interested parties as soon as they need it.

Although the means of communication may vary, these general guidelines for the frequency of communication are expected during clinical education:

1. **CI & Student:** Weekly formal or informal communication that may be one-on-one or in small groups and documented via the weekly planning forms (Appendix J). At minimum, formal documented meetings scheduled during Mid-Term and Final weeks to review the CPI must occur. Impromptu or emergency communication takes place as needed by the CI or student.

2. **DCE Site Visits:** Meetings at the clinical center will be in person or by phone at least once during each clinical internship assignment with each CI. Additional meetings will be scheduled as needed.

3. **Students & DCE:** Email is the official mode of communication between the DCE and students. It is the student’s responsibility to check his or her University email account and Blackboard for communications. The student is also responsible to keep the DCE informed of all pertinent occurrences during the clinical internship.

4. **CI/CCCE to DCE:** CI’s/CCCE’s are encouraged to communicate with the DCE as often as needed, and as quickly as possible, to resolve any clinical education or student issues.

More information about the HE-DPT Program Director, faculty, and staff can be found at the following link: TAMPA - DPT DEPARTMENT FACULTY DIRECTORY
ROLES AND RESPONSIBILITIES WITHIN THE CLINICAL EDUCATION PROGRAM

THE DIRECTOR OF CLINICAL EDUCATION (DCE)

The DCE is responsible for planning, directing, and evaluating the clinical education program for the Tampa DPT 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 specific roles and responsibilities are outlined below.

The DCE:

- Acts as a liaison to clinical centers in determining if standards for clinical education are met, the development and enforcement of affiliation agreements, and evaluation of the effectiveness of clinical instructors. Coordinates the development and implementation of continuing education programming; in-service and training offerings available to clinical education partners (including but not limited to the APTA CI Credentialing Course), and continuing education presentations delivered by PT program faculty.
- Has final responsibility for grading all clinical education courses based on the review of Clinical Performance Instruments completed by assigned clinical instructors.
- Acts as the liaison between the faculty and the clinical community through formal reporting at faculty meetings and information gathering during visits to clinical centers.
- Assists in coordinating Integrated Clinical & Patient Experiences with the faculty responsible for selected courses. This responsibility includes recruitment of patient participants and development of criteria for evaluation of student performance.

RIGHTS AND PRIVILEGES OF THE CENTER COORDINATOR OF CLINICAL EDUCATION (CCCE) AND THE CLINICAL INSTRUCTOR (CI)

In recognition of the clinical experiences provided to the NSU-Tampa DPT students, the program provides a variety of opportunities and services for CCCE’s and CI’s, including:

1. Invitations to upcoming continuing education courses and seminars hosted by the PT program and/or presented by NSU academic faculty which may be offered at discounted or minimal fee.
2. Provision of a 2-4 hour CEH seminar provided by NSU Faculty to therapists at the clinical site face-to-face or by remote delivery such as Zoom or Go-To-Meeting.
3. Sharing information about upcoming APTA CI credentialing training, and host at least one credentialing course each year.
4. Access to our libraries, including electronic library via assigned NSU clinical interns.
5. Invitations to Florida Consortium of Clinical Educators (FCCE) meetings and their actions to improve clinical education throughout Florida.
6. Collection of students’ nominations for the Outstanding Clinical Instructor Award offered yearly by the FCCE and NSU-Tampa.
7. Issuing CEH to APTA-credentialed CIs who supervise NSU students, in accordance with FCCE and FPTA guidelines. 1 continuing education hour (CEH) is equivalent to 160 hours of clinical instruction for a maximum of 960 hours. Certificates are emailed to CIs within 30 days of completion of any internship.

8. Vouchers for a 4-credit T-DPT course for every 8 or more weeks of full-time clinical instruction.

**CLINICAL SITE AND THE CCCE RESPONSIBILITIES**

The legal responsibilities of the clinical site and CCCE are delineated and governed by the current legal agreement/contract between Nova Southeastern University and each clinical site. These include the following rules and responsibilities:

1. Ensuring that students do not assume the role of temporary staff.
2. Ensuring that students do not represent themselves as physical therapists or employees of the center in which they are interning.
3. Other responsibilities include:
   a. Ultimate responsibility for patient care.
   b. Orientation (or appropriate delegation of orientation) of the student to the site’s applicable policies and procedures, rules and regulations.
   c. Coordination with the CI prior to internship start date to provide necessary materials: online Web-CPI access and a link to the NSU Clinical Education Handbook.
   d. Providing students with required student information prior to start date.
   e. Providing an appropriate environment for student learning.
   f. Providing learning experiences appropriate to the student’s level of knowledge in accordance with educational objectives, as established with the CI.
   g. Providing resources for student performance evaluation on the electronic CPI at midterm and final.
   h. Providing adequate time for CI-student feedback and formal conferences, including mid-term and final CPI review.
   i. Facilitating communication of the DCE with CI’s as needed.

**CI RESPONSIBILITIES**

Clinical Instructors will:

1. Hold licensure as a physical therapist in the jurisdiction where they are working, a minimum of one year’s full-time experience in clinical practice, and have evidence of continuing education or advanced certification relevant to their current practice.
2. Demonstrate a willingness to serve as a CI, based on an understanding of the goals and philosophy of PT education and the objectives of the NSU PT Program.
3. Serve as a role model who maintains ethical and legal standards of practice.
4. Facilitate a variety of patient encounters necessary for an adequate learning experience for the student.
5. Develop and evaluate the effectiveness of learning experiences that develop a student's judgment and skills while insuring proper and safe patient care.
6. Supervise each student as required by state and federal law (direct supervision in Florida).
7. Delegate increasing levels of responsibility to the student for all components of patient/client management as the student's skills develop over time.

8. Provide a minimum number of clinical hours (minimum of 40 hours/week or full-time equivalent for the designated time) for the student to attend and participate in clinical activities at the internship site. During this time, the clinical instructor must be available for supervision, consultation, and teaching, or designate an alternate clinical instructor (meeting requisite qualifications stated above).

9. Review and familiarize himself or herself with the NSU Clinical Education Handbook.

10. Review with the student the university expectations and objectives for the internship.

11. Provide the student with scheduled performance feedback and spontaneous feedback as needed.

12. Evaluate each student’s progress with accuracy using the CPI. If not already completed, complete the on-line training in preparation for evaluation of student performance using the web Clinical Performance Instrument (See Appendix E for instructions on how to complete the CPI training.)

13. Respect the rights and dignity of the student.

14. Promptly notify the PT Program of any circumstance that may jeopardize a student’s learning experience or successful course completion.

The Director, DCE, faculty and staff of the Tampa Physical Therapy Program strive to foster open relationships with its clinical instructors to resolve potential problems immediately.

ROLE OF THE STUDENT AND SUPERVISION REQUIREMENTS

Student supervision requirements include the following:

- Students must be supervised according to state provisions by a licensed physical therapist with at least one year of experience during delivery of 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 Clinical Instructor.
- Students must adhere to all rules, regulations, policies and procedures of the NSU Physical Therapy Program, the clinical sites, and all applicable federal and state laws.
- Students should not consent to assess any patient or perform any procedure that is beyond their ability or scope. Students should know their abilities, limits and scope. Students are responsible for communicating this to their clinical instructors.
- In the absence of the assigned clinical instructor, another physical therapist who meets the requirements for clinical instructors should be appointed as the temporary clinical instructor. Absences may be planned days off, unexpected days off, or weekend experiences when the assigned CI is not scheduled to work.

APTA CLINICAL INSTRUCTOR CREDENTIALING

This voluntary program is designed primarily for people interested in or involved with clinical education (clinical instructors, center coordinators of clinical education, academic coordinators of clinical education) and is recognized by APTA as a Clinical Instructor (CI) Education and Credentialing Program.

The program addresses issues of:

- Planning and preparing for physical therapy students during their clinical education experiences
- Developing learning experiences
- Supporting ongoing learning through questioning and effective feedback
- Developing skills of performance evaluation
- Identifying and managing students with exceptional situations
- Identifying legal implications for clinical educators, including issues presented by ADA legislation

The APTA offers both Basic and Advanced credentialing courses. Though it is not a requirement of our Clinical Partners to be Credentialed Clinical Instructors, the faculty of the Tampa DPT program feel strongly in favor of this valuable training and recommends it highly.

For more information and dates of upcoming courses please visit the APTA website at: http://www.apta.org/Educators/Clinical/EducatorDevelopment/ or follow the link which can be found on the Clinical Education Page on-line for the HE-DPT program.

**FLORIDA CONSORTIUM OF CLINICAL EDUCATORS (FCCE) MEMBERSHIP**

The DCE of the Tampa DPT program is an active member, serving on the executive board, of the Florida Consortium of Clinical Educators (FCCE). The Florida Consortium of Clinical Educators (FCCE) is a special interest group of the Florida Physical Therapy Association dedicated to the development, implementation, and support of quality clinical education for Physical Therapist and Physical Therapist Assistant students. CCCE’s and CI’s are encouraged to be members and participate in FCCE meetings, events and training. As a clinical member of the FCCE, you are given the opportunity to provide feedback and play a pivotal role in the growth of clinical education in the state of Florida. Let your voices be heard and let Florida be a leader in clinical education!

The FCCE website can be found at: http://www.fpta.org/members/group.aspx?id=144233. The website contains links to past meeting minutes, resources, a schedule of events and other tools for clinical educators.

Mission of the FCCE:

- The Florida Consortium of Clinical Educators (FCCE) is an organization dedicated to the development, implementation, and support of quality clinical education for PT and PTA students.

- The partnership between education and practice provides leadership for clinical education programs and clinical faculty development.

- Through open discussion, networking, and aggressive exploration of opportunities and visionary ideas, the group fosters and supports dynamic clinical education environments for clinical faculty and students.

- These environments enable the student to transition into a competent and socially responsible professional who understands, responds, and promotes creative problem solving in the rapidly changing, competitive health care delivery system.

- The Consortia explores, designs, and implements innovations that assist practitioners in the provision of quality learning experiences to meet its mission of excellence in clinical education.
ESTABLISHMENT AND MAINTENANCE OF AFFILIATION AGREEMENTS/CONTRACTS

There must be an effective affiliation agreement/contract between the university and the clinical site before a student begins the internship at the facility.

The DCE is primarily responsible for establishing and maintaining the affiliation agreements/contracts pertaining to all clinical internships with assistance from the Tampa Clinical Support Coordinator and the legal department of the University. Management of the affiliation agreements will be a collaboration of the PT program, facility, and legal departments of both parties. The DCE works directly with the NSU VP for Legal Affairs and personnel at the various sites to finalize the wording of the agreements.

Contracts are checked for currency when students are placed at existing sites. If a contract has expired or will expire during the scheduled internship, the DCE is responsible for initiating the renewal.

Please contact the DCE to review the NSU standard affiliation agreement. Copies of completed affiliation agreements/contracts are maintained in the PT Department in a secured location and in the Legal Affairs Office for NSU (See Appendix F: Sample Affiliation Agreement.)

SELECTION AND ASSIGNMENT OF CLINICAL INTERNSHIPS

The DCE assigns students to clinical centers to assure the best possible match of a student’s learning needs and the learning opportunities available in a particular center. The process for student assignment for Clinical Internships is as follows:

- In the summer semester of the second year, the students are given a survey to assess both geographical needs and special student interests. Based on this feedback, the DCE generates a targeted request list to send out the internship requests.
- Per APTA guidelines and the FCCE agreed upon request process, all internship requests are sent out between March 1st and March 15th for the following academic year. For example, requests for internship placements that will take place during the 2016-2017 academic year are sent out in March of 2015.
- Per APTA guidelines, facilities are asked to return the solicitation forms by April 30th with available placements noted.
- The DCE will match students with selected clinical centers for the internships to take place in the fall and winter semesters of the fourth year. The assignment plans are sent to the CCCE’s of the selected clinical centers by December 1 each year with a request for official confirmation that the internship is still available.
- If a situation arises that results in cancellation of the internship, whether by the facility or University, all parties should be notified immediately, and then it is the DCE’s responsibility to re-assign the student if applicable.
CONFLICTS OF INTEREST AND OTHER CONSIDERATIONS

1. A student will not be assigned to a CI where there is deemed to be a conflict of interest.
   a. For example, if the student were formerly employed at that facility, an internship may only take place if in a different physical location from the prior employment held.
   b. There cannot be a prior relationship or “professional familiarity” between the student and the clinical instructor, supervisor, or any employee in a management role.

2. Students will only be assigned to centers that comply with NSU and CAPTE accreditation guidelines for clinical education.

3. Students are not permitted to contact potential clinical centers to inquire about initiating a clinical agreement or potential assignment in a center. Instead students are to provide the DCE with the names of clinical centers that they would like to have considered for an NSU affiliation agreement.

4. Students are not permitted to contact any of their assigned internship locations prior to being instructed to do so by the DCE. All communication with the site must be made through the DCE and the CCCE. Any student who does not comply with this policy will be referred to the Committee on Student Progress and subject to disciplinary action.

PREPARATION FOR CLINICAL INTERNSHIPS

STUDENT REQUIREMENTS

The DCE will verify that all pre-requisites are met including pre-clinical orientation and that the student may proceed to Clinical Internship. Pre-requisites include but are not limited to:

1. Successful completion of all preceding didactic coursework.
3. Mandatory maintenance of valid health insurance policy.
4. Proof of completion of all required immunizations and testing (See Appendix G).
5. Maintenance of a complete, updated and accurate Compliance Binder throughout all clinical internships (See Appendix G).
7. Any other requirements demanded of a clinical center to which a student is assigned.

Failure to obtain or maintain any of these requirements will result in removal from the clinical internship until such time that proof of compliance can be submitted to the DCE. This absence is considered an unexcused absence that will have to be made up and can delay graduation.

STUDENT COMPLIANCE BINDERS

The Compliance Binder contains all necessary documentation for students to participate in the clinical internship. These are to be completed prior to the start of the first internship and are carried with the student to each clinical site. Students are responsible for keeping only current information in their compliance binders. For a listing of compliance binder requirements, see Appendix G.

*Background Checks: NSU requires Level I background checks prior to admission and Level II background checks prior to starting full-time clinical internships. Some facilities require students to comply with facility background check processes and/or may require additional background checking beyond what is performed
by the University. Students scheduled to intern at such facilities will need to comply with the policies of that site and assume any additional costs related to fulfilling that requirement.

*Drug and Alcohol Testing:* All students are bound by the NSU student handbook policies on Drug and Alcohol abuse (see Student Handbook, Drug Free Schools and Campuses and Zero Tolerance Policy) during their clinical internships. Some affiliating facilities require pre-internship screening and may routinely conduct random drug testing of their personnel including student interns. As an affiliate of these sites, students agree to comply with any and all required testing. Results of such testing shall be kept in the Compliance Binder.

Positive results from drug and/or alcohol testing will require immediate suspension of the clinical internship and can involve serious consequences up to and including dismissal from the Program. Any cost of drug screening or repeat screening in the event of an inconclusive test will be the responsibility of the student. The DCE will assist in the coordination of such services if necessary.

**INITIAL CONTACT BETWEEN STUDENT AND CLINICAL INSTRUCTOR**

The DCE will reach out to all assigned facilities two to three months prior to the internship start date to make final confirmations and obtain CI contact information. Facility agreements will be reviewed and updated as necessary and CI information will be entered into WebCPI. Any facility-specific requirements will be obtained and tended to as needed.

The student is required to contact the assigned CI/CCCE using their NSU Email account 6-8 weeks prior to the start date of the internship. The student will be notified by the DCE when it is time to initiate contact and is not to do so prior to that time. The student will send their resume and completed FCCE Student Data Form (See Appendix H) along with any other requirements from the facility. The student will briefly introduce themselves in a letter to the CI and clearly state his/her objectives for the internship.

**PROFESSIONAL EXPECTATIONS OF THE STUDENT DURING CLINICAL INTERNSHIPS**

**PROFESSIONAL BEHAVIOR**

Students are invited guests of each clinical center and representatives of Nova Southeastern University and the Physical Therapy profession. Discretion and professional behavior are required at all times. Students are expected to conduct themselves in accordance with all policies and procedures established by the clinical site, NSU, the APTA Guide for Professional Conduct, and all applicable state and federal laws. Professional conduct includes but is not limited to: punctuality, reliability, dependability, attendance, appropriate dress, respectful and polite interaction with others, a calm demeanor, keeping personal business out of the workplace, and remaining free from the influence of drugs and alcohol. Students who fail to demonstrate an acceptable level of maturity and professionalism may be terminated from an internship and receive a failing grade for the internship course. This may result from dismissal from the Tampa DPT Program.

During this learning opportunity, students should demonstrate active learning, initiative, participate in clinical discussions and integrate constructive feedback into practice. Ultimately the successful completion of a clinical internship is the responsibility of the individual student.

Other student responsibilities include, but are not limited to:
Compliance Binder: Maintenance of a complete, updated and accurate Compliance Binder throughout all clinical internships.

Orientation: Initiate communication with the CI regarding learning style, internship goals, course requirements, strengths and weaknesses, university expectations, and clinical center policies and procedures.

Clinical Performance Instrument (CPI): Be aware of all CPI objectives and maintain progress toward their completion within the required time frame. Complete the CPI at Mid-term and Final and review/compare with CI.

Course Assignments: Complete all required course assignments as assigned by the DCE. Complete any assignments issued by the CI, including in-service presentation or projects.

Specific NSU Assignments during Clinical Internships

1. Completion of an Evidence-Based Capstone Project (see Appendix K) prior to completion of Clinical Internship III.
2. One (1) in-service to be presented at each of the three internships. Each in-service must be different from previous in-services, contain Evidence-Based Practice elements including references in AMA format, and be relevant to the patient population or needs of the internship site. Students are NOT allowed to use information or videos presented by NSU Faculty without express permission of the faculty member.

Communication: Maintain contact with DCE, faculty, and/or Program Director via BlackBoard and NSU email. Students are responsible for keeping abreast of information through communications and updates published. Students must maintain a functional cell phone and current contact information with the DCE and PT department. Changes in address and phone must be communicated immediately to the Clinical Support Coordinator or DCE.

DCE Communication: Initiate communication with the DCE regarding any concerns with the internship, risk of not completing objectives, incidents, injury, absences, or other problems within 24 hours of occurrence.

Medical Equipment: Arrive at the clinical site prepared with properly functioning medical diagnostic instruments and other small equipment as appropriate for the center and as needed. This includes the equipment required in each student’s lab kits (see Appendix D).

Report Latex Allergy: Report any allergies to latex products to the CI and DCE. This information should be included on the Student Data Form completed prior to internship and placed in the compliance binder. Each student is responsible to supply the latex-free products they may need.

Transportation: Students are responsible for all costs of transportation, travel, and parking associated with internships, unless a site offers a stipend for same. We strongly suggest that students investigate alternative transportation strategies in case of emergencies (cab, bus, ride-sharing).

Housing: Students are responsible for all housing arrangements including cost. In those facilities that offer housing, the student is responsible to make these arrangements.

Meals: Students are responsible for their own meals. Students may accept food provided at no cost or at a discount to student.
**Student Safety:** Students are required to review the information regarding safety in the Campus Safety Manual published by the NSU Public Safety Department prior to commencement of clinical internships.

**Non-Discriminatory Practice:** Students shall deliver health care service to patients without regard to their race, religion, creed, national origin, sexual orientation, socioeconomic status, disability, disease status, and political beliefs, consistent with NSU policy.

**Health Insurance:** Students must maintain a valid health insurance policy throughout their course of study in the PT Program inclusive of clinical education courses. A copy of the student’s insurance card is maintained in his or her compliance folder that must be provided to the CI on the first day of the internship. Any costs incurred for emergency care, illness, injury, and/or hospitalizations during attendance at the PT Program, including all clinical internships, are the sole responsibility of the student. This includes any initial and follow up testing and treatments related to exposure or injury sustained during an internship. Failure to maintain health/medical insurance will result in the student being removed from clinical internships until proof of compliance with this policy is provided. Absences incurred as a result of non-compliance will be counted as unexcused (see Attendance).

**ATTENDANCE**

Beginning and end dates for clinical internships are established by the DCE with each clinical site and coincide with academic calendar requirements. The actual daily and hourly internship schedule is at the discretion of the Clinical Instructor and should include the equivalent of full-time status or no less than 37 hours per week. The student will follow the same or similar work schedule as their Clinical Instructor, which may include longer than 8-hour work days, weekends and holidays. While on clinical internships, students do not follow the NSU academic calendar of holidays.

Students submit their internship schedule to the DCE within the first week of their internship using the Student Internship Schedule form (See Appendix I). Students are required to notify the DCE of any subsequent changes to this schedule within 24 hours. Student attendance is verified via WebCPI reporting and communication with CI.

**Tardiness**

As soon as a student expects they may be tardy, the student must notify both the Clinical Instructor and DCE. The student is considered tardy if not ready to begin their day at or before their scheduled start time. If greater than 30 minutes is missed, the time must be made up. Failure to follow this procedure will result in an unexcused absence. Being tardy more than 2 times will count as an unexcused absence.

**Unexcused Absence**

Students are not permitted any unexcused absences during an internship. Unexcused absences include but are not limited to: business appointments, routine dental and doctor appointments, weddings, graduations and other social or personal events. (Exceptions may be made if the student reaches out to the DCE prior to the start of the internship and an appropriate make-up time is agreed upon by DCE and CI. However, this cannot be guaranteed to the student.) Time off from an internship will not be granted to allow for individual “study time” to complete other course work, interviews, course assignments, in-services, course modules, and/or to prepare for the licensure examination or for personal reasons. STUDENTS ARE NOT ABLE TO MAKE
UP UNEXCUSED ABSENCES. UNEXCUSED ABSENCES DEMONSTRATE UNPROFESSIONAL BEHAVIOR AND MAY RESULT IN FAILURE OF THE INTERNSHIP COURSE OR DELAY IN GRADUATION.

**Excused Absence**
Incapacitating illness, physical or psychological injury preventing full participation in all clinical activities, or an unexpected family emergency may result in an excused absence. Students must request that the assigned CI excuse an unexpected or anticipated absence as soon as possible and report the excused absence to the DCE immediately. Unexpected absences must be excused before the start of the work day but no later than 9 AM. Supporting documentation may be requested by either the DCE or CI or both for the absence to remain excused.

Excused absences must be made up at the discretion of the Clinical Instructor in consultation with the DCE. In cases of illness resulting in absences of 2 or more days from clinic, documentation of illness and suitability to resume the internship may be required from a physician. Any number of excused absences may result in an extension of the internship in order to make up the time and could possibly result in a delay in graduation.

**Make-Up Days**
If more than two make-up days are required, they will be scheduled at the same site if the CI or another substitute, qualified clinical instructor is available. If the CCCE and/or CI are unable to arrange for make-up of an excused absence, the DCE has the discretion to determine if the student can be assigned to a similar center for make-up of lost days. Extended excused absences or difficulty in arranging for appropriate make-up experiences may delay graduation.

**Leave of Absence**
A leave of absence may be granted at the discretion of the program director, department chair and/or dean on an individual basis for reasons of extended illness or other extenuating circumstances requiring extended absence from an internship. Students must request a leave of absence in writing and provide documentation to support the request. Requests for leave of absence are not accepted after a student has been advised that he or she has failed the clinical internship course. All student requests are considered confidential and are treated as such by the faculty. The conditions and time frame of the leave of absence and return to the program is at the discretion of the program director, chair and/or dean. The program director will advise the student and DCE of the decision. Resumption of the clinical internship will be coordinated by the DCE and may be dependent upon clinical center and CI availability.

**Professional Conferences**
Students are permitted to attend State and National conferences during their Clinical Internships permitting it has been preapproved by both the CI and the DCE. This time off must be requested in writing. If not approved, the student is not allowed to attend as this would be an unexcused absence. This time should not exceed a total of 2 days during a given clinical internship course.
Continuing Education Courses

Students may attend continuing education courses and seminars with their Clinical Instructors at their own expense. DCE pre-approval is required. Time taken for continuing education should not exceed a total of 2 days during the entire 36 weeks of clinical education.

APPEARANCE AND DRESS CODE

Students must present themselves as professionals by maintaining a modest, neat and clean appearance during internships. Students should adhere to the dress code of their assigned clinical center. It is the student’s responsibility to determine the dress code prior to their start date and arrive in suitable attire that is either obtained at their own expense or provided by the center staff. Professional dress also implies that clothes are ironed / wrinkle free. Students must wear their NSU picture identification/nametag designating student physical therapy status at all times during clinical internships. Students cannot wear any identification that designates any other professional status or certification obtained external to physical therapy education.

Facial hair must be trimmed and neat and fingernails clipped short. Any jewelry worn should be kept to a minimum so as not to interfere with patient care, cleanliness, or pose a danger to patient safety. No facial jewelry is permitted to be worn during clinical internships. Tattoos and other body adornments or piercings shall be covered or removed during clinical internships.

Inappropriately attired students or those with an unkempt appearance will be asked to leave the clinical site and/or campus. The time missed until they return properly attired must be made-up or will be counted as an unexcused absence. Repeated non-compliance after a warning may result in the student failing the clinical internship course.

MEDICAL RECORD DOCUMENTATION GUIDELINES FOR STUDENTS

Documentation should adhere to the following APTA guidelines found in the Guide to Physical Therapist Practice:

1) Documentation is required for every visit/encounter.
2) All documentation must comply with the applicable jurisdictional/regulatory requirements and requires co-signature for student entries.
3) All handwritten entries shall be made in ink and will include original signatures. Electronic entries are made with appropriate security and confidentiality provisions.
4) Charting errors should be corrected by drawing a single line through the error, initialing, and dating the chart or through the appropriate mechanism for electronic documentation that clearly indicates that a change was made without deletion of the original record.
5) All documentation must include adequate identification of the patient/client and the physical therapist or physical therapist assistant:
   a. The patient’s/client’s full name and identification number, if applicable, must be included on all official documents.
   b. All entries must be dated and authenticated with the provider’s full name and appropriate designation:
6) Documentation of examination, evaluation, diagnosis, prognosis, plan of care, and discharge summary must be authenticated by the physical therapist who provided the service.
7) Documentation of intervention in visit/encounter notes must be authenticated by the physical therapist or physical therapist assistant who provided the service.
8) Documentation by physical therapist or physical therapist assistant graduates or others physical therapist and physical therapist assistants pending receipt of an unrestricted license shall be authenticated by a licensed physical therapist, or, when permissible by law, documentation by physical therapist assistant graduates may be authenticated by a physical therapist assistant.

9) Documentation by students (SPT/SPTA) in physical therapist or physical therapist assistant programs must be additionally authenticated by the physical therapist or, when permissible by law, documentation by physical therapist assistant students may be authenticated by a physical therapist assistant.

10) Documentation should include the referral mechanism by which physical therapy services are initiated. Examples include:
   a. Self-referral/direct access
   b. Request for consultation from another practitioner
   c. Documentation should include indication of no shows and cancellations.

11) Students and CIs should refer to the APTA web site for additional details regarding documentation standards.

Students must sign all documentation entered into electronic or manual patient medical records with their name clearly written, followed by the designation “SPT.” At no time may the student use any other professional designations (e.g. PTA, ATC, etc.). The CI must co-sign all medical record entries.

Students may document for Medicare Part A and B patients; however, the documentation must reflect CI involvement at all times during the treatment.

STUDENT ASSESSMENT AND THE ELECTRONIC CPI

1. **Web CPI training:** All Students, CCCEs and CIs are required to take a 2 hour, APTA tutorial online prior to the use of the Web CPI. Training is free and a link to the APTA site can be found on the Clinical Education Resource Web Page. (Note: Once the tutorial has been completed for any PT program, it does not have to be repeated). A certificate of completion for 2 CEHs will be awarded by the APTA (See Appendix E for detailed instructions from the APTA).

2. CI access to the Web CPI and training module is provided by Nova Southeastern University, and requires an accurate CI email address.

3. Student certificate of training is retained in the compliance binder.

4. The Web CPI is completed at mid-term (week 6) and final (week 12) by both the student and CI for each clinical internship. CIs and students are to complete the CPI independently then compare findings at the mid-term and final intervals.

5. Questions related to the electronic CPI and/or training should be directed to the DCE.

INTERNERSHIP GRADING

Clinical Internship Courses are graded on a Pass (“P”) / Fail (“F”) basis following the grading policy in the CHCS Student Handbook. The DCE assigns the grades for all clinical internship courses, taking into consideration the CPI completed by the Clinical Instructor, dialogue with CI(s) and timely completion of all course assignments included on each course syllabus.

All of the following objectives must be met in order to pass the clinical internship:
1. Timely submission and completion of all course prerequisites and assignments
   a. NOTE: Students shall not begin a clinical internship until their compliance Binders are complete and verified by the DCE.
2. Successful completion of the CPI with documented reviews at least at midterm and final. Expectations are as follows:
   a. **Internship I**: Entry-level on CPI criteria numbered 1-6 and Advanced Intermediate or greater for all other CPI criteria.
   b. **Internship II & III**: Entry-level on all CPI criteria.
   c. No “significant concerns boxes” checked.
   d. Written comments from the CI reflecting satisfactory performance.
3. Timely completion of the “weekly planning form.” (See Appendix J)
4. Completion of at least one in-service presentation on a topic agreed upon by the student and CI.
   a. Presentation must be submitted to Blackboard for DCE to review.
   b. Presentations must include evidence-based practice with a reference page or slide using AMA formatting style. Students must follow all NSU Policies for Academic Honesty in any work submitted.
5. Completion of the APTA PT Student Evaluation Form.

NOTE: Any delay in fulfilling prerequisites or any assignment submitted after the due date may result in delay of graduation and/or failure of the Clinical Internship Course.

**UNSATISFACTORY PERFORMANCE ON AN INTERNSHIP**

The CCCE, CI, and/or student should contact the DCE as soon as it is apparent that the student is not performing at a satisfactory level to achieve course objectives. It is **not** recommended to wait until midterm to discuss issues involving student performance. A plan for addressing concerns will be developed by the CI in collaboration with the DCE and/or CCCE within 24 hours. Students are expected to take primary responsibility for the management and resolution of identified performance concerns through this established plan.

If student issues with performance cannot be resolved satisfactorily and the student does not meet the requirements for successful completion of an internship course, the student will fail the internship course and result in an “F” grade for the clinical education course. The student will be referred to the Committee on Student Progress (CSP) and may be dismissed from the DPT program. The student may be allowed, if deemed eligible by the CSP and agreed upon by the Program Director, to engage in additional learning experiences including retaking a portion of or the entire clinical internship. Any student who is allowed to retake an internship may also be required to complete additional learning experience prior to starting the retake. This will be specifically identified in the final decision letter from the Program Director. The plan to retake any part of the Clinical Internship Course is at the discretion of the DCE and subject to the availability of clinical centers and CI’s. This will delay the student’s graduation.

During clinical internships, if a student fails Internship I, and is deemed appropriate to retake the course, they must successfully pass the retake and any required remediation work before being allowed to proceed to Internship II. Failure of Internship II that has been granted a retake may or may not warrant continuation onto Internship III based on the DCE’s review of the CPI, discussion with the CI and student, and knowledge of preparedness for the third internship. Failure of internships I & II will result in delay or cancellation of subsequent internships. Subsequent internships will not be rescheduled or confirmed by the DCE until successful completion of the retake. The student will be responsible for all costs incurred in retaking an internship (refer to the CHCS Handbook, **Course Remediation Cost**). Failure of the retake will result in
dismissal from the program. Additionally, a student who receives a second F grade in any clinical education course is dismissed from the Physical Therapy Program.

The following behaviors may result in an “F” grade for the course:

1. Failure to achieve program expectations for the level of clinical internship:
   a. CI indicates on the CPI that the student has not achieved the stated criteria rating requirements at midterm or final evaluation of performance. Refer to Internship Grading Policy.
   b. Failure to meet any course objectives.
   c. Failure to meet deadlines for submission of course assignments.
2. Unexcused absence in an internship course.
3. Excessive excused absences that are not made-up or cannot be scheduled.
4. Tardiness that persists after two warnings.
5. Unethical, illegal, or unprofessional behavior.
6. Misconduct resulting in possible danger or actual harm to a patient.
7. Dismissal from the clinical center at any time for any other reason.

If a student is delayed more than 3 months from starting and completing an internship, the student will be required to demonstrate competency of didactic content prior to resuming clinical education courses. The decision of whether or not the student is ready to resume clinical internship will be made by the DCE with the input of the Program Director and Committee on Student Progress.

INCOMPLETE INTERNSHIP

A student may receive a grade of “Incomplete” at the end of a scheduled internship for the following reasons:

1. Excessive excused absences that require internship extension but do not warrant failure.
2. Inability to meet all requirements within the time frame of the internship due to unforeseen circumstances.
3. Extension of the internship was deemed appropriate based on specific criteria needing further experience to demonstrate competency but not warranting failure.

A grade of “Incomplete” may or may not prevent a student from continuing onto the next internship. If extension of the internship is deemed appropriate by the DCE, the extension may occur at the same facility or another facility with a similar patient population and setting based on clinic and clinical instructor availability. Length of the extension will be determined by the DCE based on input from the CI. Placement dates for this extension will begin and end based on availability of the internship site and may result in a delay in graduation.

If an “Incomplete” grade is received, a specific documented plan for passing will be established by the DCE and communicated with the student. Once these requirements have been fulfilled, the DCE will submit the grade change to the University to award the passing grade. If these requirements are not fulfilled, it will result in a failing grade and the policy on Unsatisfactory Performance on an Internship will apply.

EARLY TERMINATION OF INTERNSHIP

The Clinic Coordinator for Clinical Education (CCCE), the Clinical Instructor (CI), or the Director of Clinical Education (DCE) may terminate an internship at any time for unsafe and/or inadequate performance, poor skill, inadequate clinical judgment that places the patients, staff or self at risk for harm, or harm to a patient; or for unprofessional work place behavior. Failure of a student to comply with all rules, regulations, policies
and procedures of the clinical center and NSU may result in early termination of the clinical internship and automatic failure of the clinical internship course. Any student who is terminated early from a clinical internship or fails a clinical internship will be referred to the Tampa DPT Committee on Student Progress. Students may not receive partial credit for a course that was terminated early.

If the student is eligible, the student may retake all or part of the course, based on the discretion of the DCE. Refer to section on Unsatisfactory Performance on an Internship.

STUDENT DISPUTES AND GRIEVANCES

ACADEMIC GRIEVANCES

The responsibility for course examinations, assignments and grades resides with the expertise of faculty members who are uniquely qualified by their training and expertise. This faculty includes the DCE, CI and CCCE. 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. Disputes with evaluation or internship performance should first be addressed with the Clinical Instructor and then with the DCE if satisfactory resolution is not achieved. Grievances and grade disputes must be in writing and directed to the DCE within 5 business days. Failure to submit a timely appeal will be considered a waiver of the student’s grade dispute appeal rights. The Program Director is the final appeal for all grade disputes.

NONACADEMIC GRIEVANCES

The purpose of the grievance procedure is to promote the orderly resolution of problems arising out of a student complaint concerning a policy, procedure, or administrative action of Nova Southeastern University. Grievances can often be adversarial, unpleasant and unsatisfying, so it is recommended that students discuss problems before resorting to the formal grievance steps.

Concerns and complaints related to matters involving clinical education should be presented in writing to the DCE or Program Director. Complaints should be presented in writing within 5 business days.

When formal grievance steps are perceived as necessary, students have the right to fair process and hearing without retribution. Please refer to the CHCS handbook for Grievance Procedures for Nonacademic Disputes.

Records of all written concerns and complaints are maintained in a secured location within the department.

Discrimination and Harassment

NSU and the HE-DPT Program adhere to a policy of non-discrimination and maintenance of environments free from harassment. Please refer to the CHCS handbook Nondiscrimination Statement and Grievance Procedures for Nonacademic Disputes.

CLINICAL INSTRUCTOR GRIEVANCE PROCEDURE

A CI who feels that they have a grievance involving a student should first attempt to address that concern with the student. If unresolved, the CI should promptly consult with the CCCE and DCE. If a satisfactory resolution cannot be reached, the complaint should be taken to the Program Director and then, to the Department Chair.

CONFIDENTIALITY POLICY

All parties involved in clinical education must maintain the confidentiality of all information that is of a sensitive or personal nature. This policy minimally applies to patient information, student information, CI
information, and clinical site information. The following excerpt from the APTA Guide for Professional Conduct is emphasized:

1. Information relating to the physical therapist-patient relationship is confidential and may not be communicated to a third party not involved in the patient’s care without the prior written consent of the patient, subject to applicable law.

2. Information derived from component-sponsored peer review shall be held confidential by the reviewer unless written permission to release the information is obtained from the physical therapist that was reviewed.

3. Information derived from working relationships of physical therapists shall be held confidential by all parties.

4. Information may be disclosed to appropriate authorities when it is necessary to protect the welfare of an individual or the community. Such disclosure shall be in accordance with applicable law.

**Patient Information:**

All current HIPAA guidelines must be followed as stated by NSU, the PT Program, the APTA, and policies of each clinical center. Each student must take and successfully complete the HIPAA training module(s) given by NSU on BlackBoard, and maintain a copy of his/her certificate(s) of completion in their compliance binder for presentation to the CCCE or CI at each internship or during other patient care experiences.

**Student Information:**

CCCEs and CIs in each clinical center must keep all student health records, educational records, and any other personal information, strictly confidential in compliance with applicable laws governing student records. Student compliance folders are the property of the individual student. Copies of materials contained therein may be obtained only with the permission of the student.

**Clinical Center Information:**

Information received from clinical centers shall be held in a secure location within the HE-DPT department. Selected information from these files is made available for student review prior to the individual student’s internship. Furthermore, students are to hold confidential all proprietary information about a clinical center obtained during a clinical internship.

**Social Media**

Students, CI’s, and CCCE’s should refrain from putting information about the clinical education experience, patients, or individuals on any form of social media including Facebook, Twitter, and Snapchat. Doing so could result in violation of HIPPA, FERPA, or NSU’s Student Code of Conduct.

**OCCURRENCE OR INCIDENT REPORTING**

NSU’s policy is that students report all occurrences or incidents that occur during a clinical internship regardless of whether or not someone is harmed or property is damaged. The following procedure should be followed:

1. The student must immediately notify the CI of the incident.
2. The student must immediately notify their DCE of the incident.
3. The student must furnish the DCE with any documents notifying of a potentially compensable event i.e. professional liability claim or action.

4. The DCE will furnish the written documentation or oral report to the appropriate NSU authorities.

5. The student will promptly comply with any and all requirements of the NSU Health Professions Division Risk Manager regarding the incident.

6. The critical incident alert must be completed in the WebCPI.

MALPRACTICE INSURANCE

All matriculated students on scheduled clinical internships are covered for professional liability by Nova Southeastern University. All incidents involving students and patients must be reported immediately by phone to the DCE by the student and the student’s CI, and at request, in writing, to the Tampa DPT Program. An electronic copy of the Insurance Declaration will be forwarded to the clinical center prior to an assigned student’s start date.

EMERGENCY PROCEDURES AND EXPOSURE PLAN

In the event of an emergency, injury or identification of potential risk during clinical education courses, students are responsible for coordinating their own medical care and all costs associated. The student is responsible for all subsequent costs involved in follow-up medical care, treatment, counseling, hospitalization or preventive care.

1. Students are required to follow OSHA Universal Precautions. If an exposure occurs, however, students should:
   a. Use gloves to remove and dispose of all contaminated personal protective equipment (PPE). Wash the exposed area thoroughly with soap and running water. Use non-abrasive, 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.
   b. Report the exposure to their supervising Clinical Instructor AND to the DCE as soon as possible.
   c. It is the student’s responsibility to coordinate any post-exposure medical care and cover the costs incurred of any necessary treatment. If post-exposure treatment is offered by the Clinical Site, the student may accept, but is responsible for any costs associated. The NSU Health Care Center is available to all students and has a specific set of procedures that they will follow for all post-exposure cases consistent with the Centers for Disease Control (CDC) policy and procedures in such cases. Any costs incurred at the NSU Health Care Center are the sole responsibility of the student.
   d. Students that are exposed and become carriers of an infectious disease may be required to withdraw from the course or program, make up time, or reschedule or add clinical internship experience which may delay graduation.

2. Students that sustain any injury, illness, or debilitating condition, during an internship (at the clinic or at home) that may endanger the safety of patients, themselves, and others, may not return to the clinic until medically cleared. They must immediately notify the DCE and CI. To return, written medical clearance must indicate the student is able to participate in all activities without any potential for endangering themselves, patients, or others (including an unborn child). This is considered an excused absence, please see Attendance section.

3. If clinical internship poses a known, potential personal risk to the student (or if pregnant, the unborn child) the DCE will review the potential risk with the student, the CCCE and the CI. If the student chooses to
discontinue an assigned internship based on potential risk, policies for Leave of Absence based on medical reasons will be followed. Supporting documentation from a physician must be submitted.

4. Once informed, should a student decide to continue the internship despite risk, they will be required to provide a written physician’s statement containing recommendations and any restrictions applicable to the clinical internship. Restrictions that substantially limit student participation may result in the termination of the internship. Resumption of the internship will require a physician’s clearance to resume all required activities and will be rescheduled based on clinic availability. In cases of pregnancy, a written Informed Consent signed by a spouse/partner may also be required (see ADA policy).

**ADA ACCOMMODATIONS IN THE CLINIC**

Students with disabilities requesting reasonable accommodation will be referred to the university ADA coordinator. Per the CHCS handbook, each student should discuss his or her needs with the disability service representative before the start of classes. Refer to CHCS handbook, _Disabilities_ section.

Students who request reasonable accommodations at the clinical center must meet with the DCE within one week of receiving their clinical assignment(s) and provide written consent for the DCE to discuss the approved accommodations and their implications with the CCCE of the clinical center prior to the student’s arrival. These requests are subject to the approval of the CCCE at the assigned clinical center. Facilities have the right to refuse clinical placement for a student requesting approved accommodation or informal requests for accommodations.

If a student has a disability that may impact clinical performance and clinical course success it is strongly encouraged that the student disclose pertinent information to the CCCE and/or CI at the assigned clinical center, for the purposes of making accommodations that may maximize a student’s chances for success in the clinical course. The DCE, NSU Program Director, or the student’s Academic Advisor can assist students to prepare for such conversations.

If a student chooses to not disclose a disability prior to the clinical course, that student waives the right to appeal any course decisions on the grounds of disability after the fact.

**SEVERE WEATHER AND DISASTER PLAN**

At the onset of the internship, the student is expected to familiarize himself or herself with Site Disaster and Storm Plans as part of their facility orientation. Students will keep updated contact information, including email and phone number, on file with the DCE, HE-DPT Department, and CI/CCCE.

In the event of impending severe weather condition (i.e., tropical storm, hurricane, severe snow storm):

1. Students will comply with facility expectations of them as a student intern.
2. Students are expected to participate in storm preparations and follow up in the clinical setting.
3. Students are expected to stay in contact with their CI/CCCE and DCE before and after a severe storm or hurricane. Communication is the responsibility of the student.
4. Students will report to the internship when the conditions safely permit.
5. Students are not expected to drive through hazardous conditions due to severe snow storm, tropical storm, or hurricane to attend internships.
6. Absences due to severe weather are considered excused unless they exceed 2 days. Anything more requires that the student make-up time (see excused absences).

Following a severe weather event, if a clinical center is destroyed or closed for an extended or indefinite time, the student will be reassigned as quickly as possible by the DCE in a comparable clinical center. Every attempt will be made to conserve the internship course; however delay of graduation may occur. Frequent communication is important in these situations to facilitate swift action to reassign a student if necessary.

**CHANGE IN CLINICAL INSTRUCTOR**

The student will immediately notify the DCE as soon as he or she is notified of a CI’s planned or unexpected extended absence and the plan for temporary or permanent substitution of the CI. Notification should occur via email or cell phone during work hours and include contact information for the substitute CI. The DCE is responsible for any follow-up with the new CI and/or CCCE.

In the event of a short, temporary absence (for example a 1/2 day off) of an assigned Clinical Instructor, the CI or his/her designee will identify a qualified substitute CI to supervise the student, or pre-arrange for another educational activity pertinent to the student’s learning goals. It is the student’s responsibility to inform the DCE of the CI’s absence and the alternative learning experiences that occurred. The DCE is responsible for any follow-up with the student, CI, or CCCE, particularly if a pattern of these substitutions emerges.

At no time will the student provide patient care without having a qualified, licensed CI clearly identified as his or her CI and physically present to directly supervise the student.

**FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA) RELATED TO CLINICAL EDUCATION**

The HE-DPT department follows the privacy procedures of the CHCS as described in the CHCS Handbook Privacy of Records section outlining the Family Educational Rights and Privacy Act of 1974 (FERPA). The student’s clinical education records file (hard-copy file) will be maintained in a secured location of the HE-DPT department offices. Any electronic files will be maintained under password protection. Access to these records will be restricted to those faculty and staff directly involved in the Clinical Education Program.

Student clinical education files, electronic or hard-copy, will routinely be thinned one (1) year from the date of a student’s graduation from the program.

**GLOSSARY OF CLINICAL EDUCATION TERMS**

*Center Coordinator of Clinical Education (CCCE)*

At each clinical site, the individual who coordinates, arranges, and assigns physical therapy students for clinical education is the CCCE. The CCCE communicates with the DCE at the HE-DPT program regarding student placement and any issues between students and Clinical Instructors. The CCCE is responsible for ensuring that students have quality clinical learning experiences that meet the program objectives, including training of clinical instructors.
**Clinical Center**

This is the clinical facility or facilities to which students are assigned for clinical internship. These facilities are off-campus and bound by the Clinical Site Agreement. For the purposes of this manual the Clinical Center may refer to more than one physical location or site that a student is assigned to within the same Clinical Internship Course.

**Clinical Education**

These are the aspects of the HE-DPT curriculum in which student learning occurs directly as a function of participating in physical therapy practice. These experiences comprise all of the formal and practical “real-life” learning experiences provided for students to apply classroom knowledge, skills, and professional behaviors in the clinical environment.

**Clinical Instructor (CI)**

The CI is a qualified, licensed physical therapist at the clinical center assigned to directly supervise, instruct, and evaluate a student’s performance during internship by completing the electronic APTA CPI (WebCPI). In addition, the CI is expected to be proactive in identifying and immediately reporting to the CCCE and/or DCE any student issue that places a student at risk for failure. CIs are required to have a minimum of one year of clinical experience. CI credentialing is strongly encouraged, but not required with evidence of other qualifications.

**Clinical Internship Course**

This component of the HE-DPT curriculum is intensive, full-time clinical internship. Students are assigned to selected clinical centers to apply their learned skills and receive instruction in patient care from a clinical instructor. Students are evaluated using the CPI.

**Clinical Performance Instrument (CPI or WebCPI)**

The web-based CPI is an outcomes assessment instrument developed by the APTA to evaluate the performance of clinical interns based on 24 performance criteria. Six criteria evaluate professional practice and 18 evaluate patient management. The CPI is the primary grading tool of the clinical education program.

**Director of Clinical Education (DCE)**

The NSU-Tampa DCE is responsible for planning, directing, and evaluating the clinical education program for the DPT 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 centers.

**APPENDICES**

Appendix A – Tampa DPT Curriculum

Appendix B – Tampa DPT Course Descriptions

Appendix C– Essential Functions of the DPT Student
Appendix D – Lab Kit Equipment Requirements

Appendix E – PT CPI Course Instructions

Appendix F – Sample Affiliation Agreement

Appendix G – Student Compliance Checklist

Appendix H – Student Data Form

Appendix I – Student Internship Schedule Form

Appendix J – Weekly Planning Form

Appendix K – Description of Capstone Project
## Appendix A: Tampa DPT Curriculum

### Nova Southeastern University - Tampa
DPT Program
2017-2018 Curriculum

### Year 1 Summer Semester (12 Weeks)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>PHY 5400 Physiology</td>
<td>3</td>
</tr>
<tr>
<td>ANA 5420 Anatomy</td>
<td>5</td>
</tr>
<tr>
<td>PHTT 6701 Communication &amp; Cultural Competence</td>
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**Total** 10

### Year 1 Fall Semester (16 weeks)

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>PHTT 6705 Essentials of Exercise Physiology*</td>
<td>3</td>
</tr>
<tr>
<td>PHTT 6741 Systems Management I</td>
<td>3</td>
</tr>
<tr>
<td>PHTT 5610 Clinical Applications of Anatomy for Physical Therapists</td>
<td>1</td>
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<td>PHTT 5611 Professional Issues in Physical Therapy</td>
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**Total** 10

### Year 1 Winter Semester (16 weeks)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PHTT 6710 Clinical Skills I*</td>
<td>3</td>
</tr>
<tr>
<td>PHTT 6715 Essentials of Biomechanics and Kinesiology</td>
<td>3</td>
</tr>
<tr>
<td>PHTT 6761 Systems Management II</td>
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</tr>
<tr>
<td>PHTT 6822 Health Promotion, Disease Prevention &amp; Wellness</td>
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**Total** 11

### Year 2 Summer Semester (12 Weeks)

<table>
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<tr>
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<tr>
<td>PHTT 6700 Introduction to Evidence Based Practice</td>
<td>3</td>
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<tr>
<td>PHTT 6720 Clinical Skills II*</td>
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<tr>
<td>PHTT 6711 Principles of Documentation</td>
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<tr>
<td>PHTT 6722 Integumentary PT</td>
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<tr>
<td>PHTT 6815 Physical Agents</td>
<td>3</td>
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<tr>
<td>PHTT 6823 The Business of Physical Therapy</td>
<td>3</td>
</tr>
<tr>
<td>PHTT 6916 Patient/ Client Management Post Amputation*</td>
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<tr>
<td>PHTT 6802 Application of Evidence Based Practice</td>
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**Total** 13

### Year 2 Winter Semester (16 weeks)

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<tbody>
<tr>
<td>PHTT 6810 Musculoskeletal I</td>
<td>2</td>
</tr>
<tr>
<td>PHTT 6810L Musculoskeletal I Lab</td>
<td>2</td>
</tr>
<tr>
<td>PHTT 5423 Neuroanatomy &amp; Neurophysiology</td>
<td>3</td>
</tr>
<tr>
<td>PHTT 6725 Cardiovascular and Pulmonary PT*</td>
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**Total** 11

### Year 3 Summer Semester (12 Weeks)

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<td>PHTT 6816 Motor Control Across the Lifespan</td>
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<tr>
<td>PHTT 6820 Musculoskeletal II</td>
<td>3</td>
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<tr>
<td>PHTT 6820L Musculoskeletal II Lab</td>
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**Total** 8
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<tr>
<td>PHTT 6821 Musculoskeletal III</td>
<td>2</td>
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<tr>
<td>PHTT 6821L Musculoskeletal III Lab**</td>
<td>2</td>
</tr>
<tr>
<td>PHTT 6813 Gender Specific Health Issues in PT</td>
<td>2</td>
</tr>
<tr>
<td>PHTT 6817 Pediatrics*</td>
<td>3</td>
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<tr>
<td>PHTT 6830 Neuromuscular I</td>
<td>3</td>
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<tr>
<td>PHTT 6830 Neuromuscular I Lab*</td>
<td>2</td>
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<tr>
<td>PHTT 6835 Systems Management III: Differential Diagnosis for PT</td>
<td>3</td>
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<tr>
<td>PHTT 6812 Topics in Clinical Education**</td>
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<td><strong>Total</strong></td>
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<table>
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</thead>
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<tr>
<td>PHTT 6914 Neuromuscular II</td>
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<tr>
<td>PHTT 6914L Neuromuscular II Lab*</td>
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</tr>
<tr>
<td>PHTT 6920 Systems Management IV: Applied Clinical Decision Making of Complex Patients</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>8</strong></td>
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</table>

<table>
<thead>
<tr>
<th>Year 4 Fall Semester (16 weeks)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHTT 6911 Clinical Internship I ****(12 weeks)</td>
<td>6</td>
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<tr>
<td>PHTT 6921 Clinical Internship II ****(12 weeks)</td>
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<tr>
<td><strong>Total</strong></td>
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<table>
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<tr>
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<th>Credits</th>
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<tr>
<td>PHTT 6931 Clinical Internship III ****(12 weeks)</td>
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<tr>
<td>PHTT 6930 Wrap Up and Review^</td>
<td>1</td>
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<tr>
<td>PHTT 6904 Evidence in Practice Capstone Project</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>9</strong></td>
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</table>

* Includes Integrated Patient &/or Clinical Experiences  
** Includes a 1-week Integrated Clinical Experience  
***Students do not attend classes in Tampa during clinical internships  
^ Students return to Tampa for 1 week to prepare for graduation and licensure examination
Appendix B – Tampa DPT Course Descriptions

Year 1 Summer

PHY 5400 Physiology
The course is intended to provide students in the Physical Therapy Program with an understanding of the basic physiochemical concepts and physiological principles underlying the development, maintenance, and propagation of human life. It provides an examination of the physiological processes essential for students in the College of Health Care Sciences and reference to clinical applications is made where appropriate. Topics covered include basic examinations of cellular processes, membrane mechanisms, muscle physiology, the cardiovascular system, the nervous system, renal physiology, the respiratory system, endocrinology, reproductive physiology, and gastrointestinal physiology. (3 credits)

ANA 5420 Anatomy
This foundational science course develops the knowledge of human anatomy necessary for the practice of the profession. It presents the anatomy of the human body in both lecture and lab format. It addresses gross structures of the human body and integrates topographic and radiographic anatomy, stressing the importance to clinical practice. (5 credits)

Year 1 Fall

PHTT 6705 Essentials of Exercise Physiology
Exercise physiology describes the response to exercise and training on the cardiac, pulmonary, musculoskeletal, neural, and endocrine systems of the human body. The various methods of training for increased strength, hypertrophy, power, cardiovascular fitness, and endurance, and the effects of physical activities and work-related stress on the human organism will be discussed. Energy liberation, circulation and respiration, physical work capacity, physical training, energy cost of various activities, nutrition and performance, temperature regulation, factors affecting performance and fitness, and will be covered. Students will gain the knowledge required for designing exercise programs in the general and special populations based on established needs for function and performance. (2 credits)

PHTT 6714 Pharmacology
The course will be clinically oriented to address the physical therapist’s knowledge of clinical pharmacology to the Doctor of Physical Therapy level. Prescription, over-the-counter, and common herbal supplements will be included. Drug classification, pharmacokinetics, pharmacodynamics, mechanism of action, and indications for use will be addressed. Drug action, therapeutic dosage schedules, drug interactions, and common side effects will be brought into the clinical perspective of patient management. Recognition of expected drug effects, side effects, idiosyncratic reactions and signs of abuse or non-compliance will be explored. Emphasis will be placed on the therapist’s incorporation of pharmacotherapeutic knowledge into physical therapy patient-client management. (3 credits)

PHTT 5610 Clinical Applications of Anatomy for Physical Therapists
Clinical Applications of Anatomy for Physical Therapists addresses anatomical knowledge specific to the practice of physical therapy. This course is an in-depth study of musculoskeletal anatomy including bony landmarks, muscular attachments, ligamentous structures, neural structures. Palpation of key bony and soft-tissue structures will be introduced. (1 credit)

PHTT 5611 Professional Issues in Physical Therapy
The professional roles and responsibilities of physical therapists provide a framework for discussion of contemporary health care issues and the history of the American Physical Therapy Association. Ethical principles, core values, standards of practice, and key professional documents that guide clinical practice serve as the basis for student socialization into the profession of physical therapy. This transition into the profession of physical therapy is celebrated symbolically during the White Coat Ceremony. This course also addresses the roles of physical therapists (patient manager, educator, consultant, critical inquirer, and administrator) in their professional development over time from novice to expert practitioner. Students analyze their roles as members of health care teams and determine the broader position of the profession in society. Additionally, this course introduces compliance issues related to clinical education to prepare students for clinical internship. (3 credits)

**Year 1 Winter**

**PHTT 6700 Introduction to Evidence-Based Practice**
Evidence-based practice (EBP) integrates evidence from three sources to answer clinically relevant questions: 1) research literature, 2) clinician knowledge, experience, and judgment; and 3) patient preferences, values and circumstances. This course introduces the role of the physical therapist as a scientific, evidence-based practitioner of physical therapy and provides a foundation for the integration of critical inquiry and evidence-based practice throughout the curriculum. Emphasis will be on research evidence from primarily quantitative research about diagnosis, prognosis, interventions, and outcomes. (3 credits)

**PHTT 6715 Essentials of Biomechanics and Kinesiology**
This is a basic science course to introduce physical therapy students to the study of Biomechanics and Kinesiology. The students will integrate their anatomy knowledge of muscle and joint structure into the study of joint motion and functional movements. The course introduces the student to basic principles of biomechanics including kinetics, kinematics, and tissue biomechanics. Basic biomechanics serve as the foundation for understanding kinesiology. The study of kinesiology will be separated by body parts: kinesiology of the upper extremity, kinesiology of the lower extremity, and kinesiology of the spine. Once the regional knowledge of kinesiology is understood, the final outcome of the course will be to facilitate the students to learn and comprehend complex kinesiologic analysis: gait, posture, and functional movements. (3 credits)

**PHTT 6716 Medical Pathology for Physical Therapists**
This course provides an introductory overview of medical pathology across the lifespan commonly seen by physical therapists. Students will be introduced to immunity, tissue response to injury and healing processes. Students will also gain knowledge of signs and symptoms, pathogenesis and differential diagnosis of selected pathological disorders. Medical management of selected disorders will be introduced as well as prognosis associated with each disorder. Application of the Disablement Model will be used to determine the effect of pathological disorders on functional ability. Students will also gain a brief understanding of the role of the physical therapist in prevention and treatment of selected pathological and biopsychosocial disorders. Discussion will take place regarding cultural and other factors affecting diagnosis, treatment and prevention of pathological disorders and biopsychosocial disorders currently affecting society. (3 credits)

**PHTT 6701 Communication and Cultural Competence**
This course explores concepts of cultural competence related to healthcare delivery. Inter-professional and interpersonal communication and group processes needed to function effectively as part of a team in the healthcare environment will also be addressed. Communication (written, verbal and non-verbal) methods used to enhance interactions with the patient/client; families and other members of the healthcare team will
be discussed. Discussions will include epidemiology and healthcare access issues as they relate to cultural barriers. (2 credits)

**Year 2 Summer**

**PHTT 6710 Clinical Skills I**
This course introduces students to physical therapy examination and evaluation, including: a) obtaining a history from patients and other sources; b) performing systems reviews; c) administering culturally appropriate and age-related tests and measures including reflexes, posture, gait, balance, range of motion/muscle length, muscle strength; and d) producing documentation of examination. Students will also learn to evaluate data from the history review, system’s review, and tests/measures in order to make clinical judgments and determine the diagnosis, prognosis, and goals. Both psychomotor skills and clinical reasoning skills are addressed based on the descriptions in the *Guide to Physical Therapist Practice.* (3 credits)

**PHTT 6720 Clinical Skills II**
This course introduces students to basic clinical skills that are used in physical therapy interventions related to therapeutic exercise and functional training as described in the *Guide to Physical Therapist Practice.* Students will develop psychomotor skills in: Therapeutic exercise, including flexibility/stretching exercises, balance/coordination training, strength/power/endurance training of muscles; and functional training, including balance training, posture re-education, gait training, and assistive/adaptive device training. Students will learn how to develop and document a plan of care that includes: frequency/duration, coordination/communication, patient-related instruction, and direct interventions. (3 credits)

**PHTT 6811 Introduction to Clinical Education**
This course introduces the students to the clinical education program and specifically defines and differentiates the early clinical experiences of Integrated Clinical Education (ICE) and the final full-time clinical internships. The primary focus of this course will be on documentation. The students will be instructed on the varying types of documentation, purpose of documentation, and how to document effectively and efficiently. They will be instructed in the written and electronic forms of documentation and will use this skill throughout the remainder of their program.

**Year 2 Fall**

**PHTT 6722 Integumentary PT**
Integumentary PT addresses the patient/client management of patients with integumentary dysfunction or those who have the potential for integumentary disorders as described in the *Guide to Physical Therapist Practice.* The course builds on the students’ knowledge of skin anatomy and physiology as related to skin structure, function, pathology, and tissue healing as well as the relationship of movement to the prevention and management of wounds. Topics include screening of the skin as a system and examination, evaluation, diagnosis, prognosis, plan of care, and interventions for people with superficial, partial-thickness, or full-thickness wounds. Students learn to use clinical reasoning along with the best available evidence to select appropriate tests/measures and apply PT interventions to address wounds of all etiologies, depths, and stages. Infection control is addressed throughout the course, as is the role of the PT as part of an interprofessional team, including the referral to other health care professionals for diagnostic testing and medical/surgical interventions. (2 credits)

**PHTT 6915 Patient/client Management Post Amputation**
This course focuses on the patient/client management of people with amputations, including examination, evaluation, diagnosis, prognosis, plan of care, interventions, and outcomes. Topics include the etiology, medical management, and complications of amputations; physical therapy examination and evaluation of the acute and chronic patient; prosthetic fabrication, fit, and components; and physical therapy interventions to maximize patient function and outcomes. Students will explore current literature to demonstrate an evidence-based approach to rehabilitation using prosthetics. This course also provides an introduction to the role of orthotic devices in patient/client management. The clinical indications and principles of orthotics presented in this class form the foundation for discussion of orthotic prescription and modification in subsequent patient management classes throughout the curriculum. (3 credits)

PHTT 6815 Physical Agents
This course will emphasize both cognitive and psychomotor knowledge related to the appropriate use of physical agents in physical therapy patient management. Basic science information related to physiological effects as well as indications and contra-indications for physical agents will be discussed. (3 credits)

PHTT 6802 Application of Evidence Based Practice
Evidence-based practice (EBP) integrates evidence from three sources to answer clinically relevant questions: 1) research literature; 2) clinician knowledge, experience, and judgment; and 3) patient values and circumstances. This course reviews and builds on content introduced in Introduction to Evidence-Based Practice, developing the role of the physical therapist as a scientific, evidence-based practitioner of physical therapy, and continuing to integrate critical inquiry and evidence-based practice throughout the curriculum. Emphasis will be on the use of statistical tools in appraising evidence, as well as the introduction of more complex sources of evidence, such as systematic reviews, meta-analysis, Cochrane reviews, clinical prediction rules, and clinical practice guidelines. The role of qualitative and mixed-methods research designs also will be explored. (3 credits)

PHTT 6823 The Business of Physical Therapy
Potential opportunities and career paths that can lead to mid-level and executive management positions for physical therapists are presented in the context of the complex world of contemporary health-care organizations and their unique business models. Current issues that impact the roles of leaders and managers and their responsibilities in five different types of health care settings are presented. Students will prepare a feasibility study or business plan for a new physical therapy practice or program. (3 credits)

Year 2 Winter

PHTT 5423 Neuroanatomy and Neurophysiology
This course introduces physical therapy students to the study of the human nervous system’s structures, pathways, connections, and functions. Students are introduced to basic anatomical and physiological principles of the brain, spinal cord and peripheral nervous system and relate these structures to the clinical signs and symptoms of neurological dysfunction. Neuroanatomy and neurophysiology serves as the basic scientific foundation for subsequent physical therapy coursework including motor control, neuromuscular systems I, and neuromuscular systems II. (3 credits)

PHTT 6813 Gender-Specific Issues in Physical Therapy
This course provides a review of diseases unique to the male and female body systems. Students will gain knowledge of gender-specific pathologic processes associated with selected diseases as well as disease-specific signs and symptoms. Common medical diagnostic and treatment approaches of gender-specific conditions are discussed, including both medical management and an introduction to physical therapy intervention. Changes to body systems during normal pregnancy will be discussed in addition to common
Pregnancy-related musculoskeletal problems. Topics will include male and female incontinence, prostate disease, erectile dysfunction, pregnancy-related movement dysfunction, pelvic floor dysfunction, urinary and fecal incontinence, lymphedema management, premenstrual dysphoric syndrome, female athlete triad, postmenopausal considerations, and osteoporosis. Students will be exposed to entry-level physical therapy examination techniques and interventions used to manage gender-specific diseases, including recognition of key subjective or historical information that may warrant a pelvic floor examination or referral to another professional. Basic examination and intervention techniques will be practiced in a simulated environment. (2 credits)

**PHTT 6725 Cardiovascular and Pulmonary PT**
This course emphasizes the physical therapy management for patients with cardiovascular and pulmonary pathologies. Diseases within each system will be presented with specific reference to etiology, pathology, and current medical management. The course emphasizes the physical therapy examination, development of appropriate clinical decision making and utilization of evidenced based interventions for these patient populations. Concurrent didactic and laboratory sessions provide students an opportunity to learn and practice examination, evaluation and intervention skills when treating patients with cardiovascular and pulmonary dysfunction. Prerequisites: PHTT 6705 and PHTT 6714. (3 credits)

**PHTT 6822 Health Promotion, Disease Prevention, and Wellness**
This two-part course addresses two integral concepts in physical therapist practice: health promotion / disease prevention and education/instruction of patients, clients, and communities. In Unit 1, students explore health promotion, disease prevention and wellness theories and models, including behavior change theories and the factors that promote or impede change. Students apply the Healthy People 2020 and the APTA’s Vision 2020 initiatives to individuals and communities for primary, secondary, or tertiary prevention. In Unit 2, students explore principles of teaching and learning needed to plan and implement educational programs, in services, or patient education, including: learning theories, needs assessment, instructional strategies, and assessment of learning effectiveness. (2 credits)

**Year 3 Summer**

**PHTT 6816 Motor Control across the Lifespan**
This course provides the foundational knowledge about motor control theory and practice across the lifespan. Principles of motor control and motor learning are discussed as they relate to normal human movement from birth through older adulthood as well as movement dysfunction that results from neurologic pathology. Concepts of neuroplasticity and the recovery of function are also addressed. This class also provides the foundations for neurologic and pediatric physical therapy through a review of normal human development, postural control, mobility, and the control of reach/grasp/manipulation. Classroom activities include lectures, case studies, lab simulations, and observation / analysis of normal childhood development. Prerequisite: PHTT 5423 (3 credits)

**PHTT 6810 Musculoskeletal I**
This is the first of three courses designed to introduce the entry-level D.P.T. student to the elements of musculoskeletal/orthopedic patient/client management. This course will emphasize the musculoskeletal system and follow both the sequence and nomenclature outlined in the Guide to Physical Therapist Practice including examination, evaluation, diagnosis, prognosis, intervention, and outcomes. Specific areas to be covered will include: communication and history taking, systems review, symptom physiology, selecting and administering tests and measures, principles of manual therapy, soft tissue/myofascial interventions,
extremity and spinal joint mobilization (non-thrust), common musculoskeletal disorders and injuries, musculoskeletal radiography/imaging, and principles of musculoskeletal disorder/injury management. Students will acquire the cognitive, psychomotor, and affective skills necessary to conduct a general musculoskeletal examination and perform interventions relevant to physical therapy practice. At the completion of this course students will have acquired the requisite knowledge to learn the advanced diagnosis and intervention skills covered in PHTT 6820, PHTT 6820(L), PHTT 6821 and PHTT 6821(L). Case studies will be utilized with interactive teaching and learning methods to integrate didactic knowledge into real-life clinical scenarios. (2 credits)

**PHTT 6810L Musculoskeletal I Lab**
Laboratory sessions will emphasize the psychomotor and affective skills required to perform the examination and interventions addressed in PHTT 6810. (2 credits)

**Year 3 Fall**

**PHTT 6820 Musculoskeletal II**
This is the second of three courses designed to build upon the introduction to the elements of the musculoskeletal/orthopedic patient/client management. This course will emphasize the musculoskeletal system of the upper and lower extremities and follow both the sequence and nomenclature outlined in the *Guide to Physical Therapist Practice* including examination, evaluation, diagnosis, prognosis, intervention, and outcomes. Specific areas to be covered will include extremity specific: communication and history taking, selecting and administering tests and measures, principles of manual therapy including advanced extremity mobilization (thrust and non-thrust), joint/region specific musculoskeletal disorders and injuries, joint/region specific radiography/imaging, and selected specific interventions. Students will acquire the skills necessary to conduct an examination of the upper and lower extremity and perform interventions relevant to physical therapy practice required to manage and prevent disorders of the musculoskeletal system. Case studies are utilized in conjunction with lecture to assist students in integrating the didactic knowledge into simulated and real-life scenarios. (3 credits)

**PHTT 6820L Musculoskeletal II Lab**
This class focuses on the psychomotor and affective skills required to perform the examination and interventions addressed in PHTT 6820. Students will acquire the skills necessary to conduct an examination of the upper and lower extremity and perform interventions relevant to physical therapy practice required to manage and prevent disorders of the musculoskeletal system. Corequisites: PHTT 6820 (2 credits)

**PHTT 6835 Differential Diagnosis for Physical Therapists**
This course reviews information related to differential diagnosis of the major body systems including cardiovascular, pulmonary, hematological, gastrointestinal, renal and urinary, hepatic and biliary, endocrine, and immune systems. It provides students the opportunity to recognize and identify patients with medical conditions outside the scope of physical therapy practice. The focus is on differential diagnosis through thorough history taking and physical examination. The course will also discuss the findings of imaging tests in diseases affecting the musculoskeletal system including cancer, infection, cardiovascular disease and inflammatory arthritis. Students are expected to apply the information learned in this course to their clinical internships and future practice. This course is taught under the assumption of direct access practice. Prerequisites: PHTT 6810 and PHTT 6716 (3 credits)

**PHTT 6817 Pediatrics**
This course focuses on the physical therapy management of the pediatric patient/client and role of family-centered care. Students gain an understanding of typical infant and child development as it relates to
movement. Using this foundation, students will analyze movement dysfunction exhibited in high-risk infants and children who have common childhood pathologies. Typical development is presented in the context of applying current motor control theories to predictable developmental sequences, motor progressions, and achievement of motor milestones. Atypical child motor dysfunction related to developmental delays; CNS damage; orthopedic conditions, respiratory conditions; sensory processing dysfunction; multisystem impairments; and congenital, neurological, and neuromuscular disorders content is covered to promote critical thinking and establishment of appropriate physical therapy management. Students become familiarized with commonly used pediatric screens, tests, and measurements. Guide to Physical Therapist Practice patterns (examination, evaluation, diagnosis, prognosis, and evidence-based interventions) are applied in context. Management incorporating use/need for assistive devices, technologies, adapted equipment (i.e., wheelchair prescription and seating), orthotics, and bracing, as well as use of newer interventions for the pediatric patient/client, are presented. Delegation and supervision of support personnel, legal/ethical issues related to delivery of care, documentation, interdisciplinary team management, cultural issues, reimbursement, and patient/family and teacher education are explored. Content is presented through lecture, lab, case studies, large and small group discussion, and community-based activities. (3 credits)

**Year 3 Winter**

**PHTT 6821 Musculoskeletal III**
This is the third of three courses designed to build upon the elements of musculoskeletal/orthopedic patient/client management and will emphasize an evidence-based approach to the management of musculoskeletal disorders of the spine including: lumbar, thoracic, costal, cervical, sacroiliac, pelvis, temporomandibular and craniocervical disorders. This course follows both the sequence and nomenclature outlined in the Guide to Physical Therapist Practice including examination, evaluation, diagnosis, prognosis, intervention, and outcomes. Specific areas to be covered will include spine/axial specific: communication and history taking, selecting and administering tests and measures, principles of manual therapy including advanced mobilization (thrust and non-thrust), specific musculoskeletal disorders and injuries, specific radiography/imaging, and selected specific interventions. Students will acquire the skills necessary to conduct an examination of the spine and related joints and perform interventions relevant to physical therapy practice required to manage and prevent disorders of the musculoskeletal system across the lifespan and the broad range of health care settings. Case studies are utilized in conjunction with lecture to assist students in integrating the didactic knowledge into simulated and real-life scenarios. (2 credits)

**PHTT 6821L Musculoskeletal III Lab**
Laboratory sessions will emphasize the psychomotor and affective skills required to perform the examination and interventions addressed in PHTT 6821. Corequisite: PHTT 6821 (2 credits)

**PHTT 6830 Neuromuscular Systems I**
Neuromuscular Systems I addresses the examination and interventions for adults with neuromuscular disorders. Students will apply knowledge from Neuroanatomy and Neurophysiology and Motor Control across the Lifespan to the clinical management of patients with neuromuscular disorders. Neuromuscular Systems I provides the foundational concepts and clinical reasoning for choosing tests and outcome measures used during the PT examination of the neurological patient, including sensory and motor tests, examination of motor function, motor learning, coordination, cranial nerve integrity, functional mobility, self-care, activities of daily living, community function, arousal, attention, cognition, balance, gait, and disease-specific tests. The foundational concepts and clinical reasoning for procedural interventions related to neurorehabilitation will be addressed, including indications, precautions, contraindications and evidence-based recommendations for: therapeutic exercise; balance and gait retraining; manual techniques and facilitation; electric stimulation;
mobility training; upper extremity reach, grasp, and manipulation training; positioning, supportive, and protective devices; wheelchair and community re-entry. (3 credits)

PHTT 6830L Neuromuscular Systems I Lab
This course is the laboratory component of Neuromuscular Systems I which addresses the psychomotor skills and clinical reasoning needed for the examination and treatment of patients with neuromuscular disorders. Students will become competent in performing and documenting a variety of clinical tests and outcome measures including: patient history; sensory testing (superficial, deep, and cortical sensations) by both peripheral nerve distribution and dermatome; myotome and manual muscle testing; motor function and coordination testing; balance, gait, and mobility testing; arousal, attention, and cognitive tests; environmental, home, and work/play barriers; self care and home management (including ADL’s and IADL testing); job/school/play reintegration testing; and assistive/adaptive device testing. Disease specific tests and measures will also be performed. Students will demonstrate competence in psychomotor intervention skills including: balance and gait training, including body weight supported treadmill training; therapeutic exercise to improve muscle performance, mobility, balance and coordination for the neurological patient; functional training, self-care and home management in ADL’s, IADL’s, and work/play integration, positioning, and facilitation; prescription and application of assistive and supportive devices; as well as physical agents and electrotherapeutic modalities. Documentation of all aspects of care is also emphasized. (2 credits)

PHTT 6812 Topics in Clinical Education
Topics in Clinical Education is designed to prepare students for full-time clinical internships that take place in the fall and winter semesters of the 4th year. Topics include professional expectations related to the clinical setting, documentation, and goal setting. Students will be trained how to use the Clinical Performance Instrument (CPI) and how to effectively use the CPI for self-assessment and goal-writing. Federal and state practice regulations, including those related to documentation, supervision, billing, and delegation will be reviewed to ensure compliance during clinical internships. Students will be introduced to the capstone project and other expectations related to the clinical internship including CPI assessments, in-service presentations, and student completion of the CSIF. The clinical education handbook will be reviewed in detail in order for students to prepare for and engage in 36 weeks of full time clinical education. (2 credits)

Year 4 Summer

PHTT 6914 Neuromuscular II
Neuromuscular II integrates concepts from Neuroscience and Neuromuscular Systems I to engage students in the patient/client management of patients with neuromuscular dysfunction. Students are exposed to a variety of case studies, representing all adult neuromuscular practice patterns in the Guide to Physical Therapist Practice, to integrate and apply previously learned neuromuscular skills to patient scenarios. Emphasis is placed on clinical reasoning during all steps of patient/client management, the ability to apply evidence in practice, design and execution of patient/client-related instruction, delegation to support personnel, and documentation of all aspects of care. This class also addresses primary, secondary, and tertiary prevention for patients with neuromuscular conditions. (2 credits)

PHTT 6914L Neuromuscular II Lab
This course is the laboratory component of Neuromuscular II. In it, students will perform all aspects of patient/client management including examination, evaluation, diagnosis, prognosis, development of a plan of care, procedural interventions, and outcome measurement. Students will apply these techniques to a variety of case studies, representing the scope of adult practice patterns in the Guide to Physical Therapist Practice.
Neuromuscular II culminates in an intense, one-week laboratory experience, the Neuro Boot Camp, in which students work with real patients who have complicated neuromuscular disorders in a faculty-supervised setting. Students are responsible for performing a thorough examination, writing a comprehensive plan of care, performing procedural interventions, providing patient instruction, and communicating with caregivers. (2 credits)

**PHTT 6920 Applied Clinical Decision Making**

This course integrates diagnostic (hypothesis-driven) and narrative (patient experience-driven) clinical reasoning skills using complex clinical cases through all elements of patient/client management: examination, evaluation, diagnosis, prognosis and plan of care, and interventions. Content experts facilitate student psychomotor skills and clinical decision-making through small group work, discussion, and analysis. Paper and video cases help students develop metacognitive and reflective skills while considering ethical/legal issues, business management, delegation, documentation, patient-related instruction, and reimbursement. Students use the best available evidence to guide their decision making in order to defend their clinical decisions. (4 credits)

**Year 4 Fall through Winter**

**PHTT 6911 Clinical Internship I**

This is the first of three full-time, clinical affiliation courses occurring in the 4th year. This course will provide senior physical therapy students the opportunity to intern in a physical therapy practice setting. Students will apply their knowledge and skills to patient client management, clinical decision making, and evidence based practice. All 4th year clinical internships are 12 weeks in length and occur during the fall and winter semesters. The culmination of these 3 internships is achievement of entry-level practice in all criteria of the APTA Clinical Performance Instrument. Over the 3 internships, students are required to participate in settings that in total represent the depth and breadth of physical therapy practice including: continuum of care, acuity, lifespan and medical complexity. During the full-time clinical internships, students will execute the patient/client management model utilizing the Guide to Physical Therapist Practice by performing patient examinations, evaluations, establishing diagnoses & prognoses, developing the Plan of Care and performing interventions. (6 credits)

**PHTT 6921 Clinical Internship II**

This is the second of three senior, full-time, clinical affiliation courses. See PHTT 6911. (6 credits)

**PHTT 6931 Clinical Internship III**

This is the last of three, full-time, clinical affiliation courses. See PHTT 6911. (6 credits)

**PHTT 6930 Wrap-up & Review**

This course provides a conclusion to the clinical internships as well as the didactic portion of the curriculum. Students present their Values portfolio and participate in licensure examination preparation classes and seminars. (1 credit)

**PHTT 6904 Evidence in Practice Capstone Project**

Students present their Evidence in Practice Capstone to faculty and classmates. This presentation is the culmination of work completed during Tier II clinical internships and demonstrates the ability to apply research evidence in clinical practice through the development of a case report. (2 credits)
Appendix C: Essential Functions of the NSU DPT Student

Essential Functions Requirements: Doctor of Physical Therapy Students

Essential functions, as distinguished from fund of knowledge standards, refer to those physical, cognitive, and behavioral abilities required for satisfactory completion of all aspects of the curriculum, including clinical education and the development of professional attributes required of all students at graduation. The essential functions required by the curriculum are in the following areas: cognitive, affective and communication, and psychomotor. Physical therapy students must be able to perform each of these essential functions in order to fully participate in the program and successfully complete the requirements for the Doctor of Physical Therapy degree.

Cognitive Functions
1. Comprehend, retain, and retrieve complex information from the liberal arts, basic sciences, mathematics, psychological, and clinical sciences and apply this information to professional course work.
2. Comprehend, synthesize, and integrate information from all program sources; written materials, demonstration, lectures, class discussions, laboratory practice sessions, internet based resources, and real and simulated patients.
3. Apply information obtained from classroom, laboratory, internet-based sources and written materials to the examination, evaluation, interventions, and referral of real and simulated patients.
4. Procure evidence based information and apply it to the practice of physical therapy.
5. Critically analyze information taken from lectures, class discussion, written materials, research literature, laboratory, and patient demonstrations and other sources to develop and support the rationale for appropriate patient examinations, evaluations, and interventions.
6. Determine the physical therapy needs of any patient with potential movement dysfunction or when physical therapy is not indicated.
7. Develop, document and implement a physical therapy plan of care for any patient with movement dysfunction.
8. Demonstrate management skills including planning, organizing, supervising, and delegating.
9. Develop and apply programs of prevention and health promotion in a variety of client and patient populations.
10. Participate in the process of scientific inquiry.
12. Integrate reimbursement principles into decision making during the patient/client management process.

Affective and Communication Functions
1. Establish professional, empathic relationships with individuals from a variety of backgrounds, ages, and needs, based on mutual trust.
2. Recognize the impact and influence of lifestyle, socioeconomic class, culture, beliefs, race, and abilities on patients, caregivers, and colleagues.
3. Engage in respectful, non-judgmental interactions with individuals from various lifestyles, cultures, beliefs, races, socioeconomic classes, and abilities.
4. Develop and maintain effective, respectful working relationships with professional colleagues, peers, patients, families, and the general public.
5. Work effectively as part of an interprofessional team.
6. Utilize appropriate professional verbal, nonverbal and written communication with faculty, patients, families, colleagues and others.
7. Recognize the psychosocial impact of movement dysfunction and disability on the client and family; integrate these needs into the evaluation and plan of care.
8. Apply teaching and learning theories and methods in the healthcare and community environments.
9. Meet externally imposed deadlines and time requirements, including punctuality for class, clinic, appointments, assignments, and mandatory screenings or paperwork.
10. Effectively and consistently manage personal stress and the stress of others.
11. Effectively attend to people, information, and tasks in a complex, highly stimulating environment during an entire workday.
12. Practice in a safe, ethical, and legal manner, following guidelines for standard practice as established by federal, state, and local law, the University, clinical facilities, the APTA, and related professional organizations.
14. Accept responsibility for all actions, reactions, and inactions.
15. Respond to medical crisis and emergencies in a calm, safe, and professional manner.
16. Speak and write effectively in English to convey information to other individuals and groups.
17. Understand and interpret the verbal, non-verbal, and written communications of others and respond in an appropriate, professional manner.
18. Demonstrate at all times integration of the 7 core values of the American Physical Therapy Association: Accountability, Altruism, Compassion/Caring, Excellence, Integrity, Professional Duty, & Social Responsibility.

**Psychomotor Functions**

1. Safely, reliably, and efficiently perform tasks that include the following physical requirements:

   a. Ability to lift patients using appropriate biomechanical techniques frequently throughout the course of a work day/shift. Must be capable of easily lifting fifty (50) pounds dead weight alone.

   b. Ability to walk, bend, squat, stand and reach (all planes) constantly during a work day/shift.

   c. Visual acuity (near and distant) sufficient to evaluate, diagnose and monitor patient needs and to maintain accurate records, recognize people and provide directions.

   d. Ability to speak and hear sufficiently to understand and give directions.

   e. Ability to push wheeled equipment through the facility and in the community.

   f. Possess fine motor skills for legible and accurate writing of reports, charting, scheduling, daily correspondence and presentations, either manually or through use of dictation equipment.

   g. Possess fine motor skills for effective and efficient handling of diagnostic or therapeutic equipment.

2. Safely, reliably, and efficiently perform appropriate physical therapy tests/measures to examine the functional skills and gross motor system of patients across the lifespan. These include but are not limited to:

   a. Cognitive, mental, emotional status
   b. Endurance
   c. Skin integrity
   d. Palpation of soft tissue, bony, and organ structures
   e. Sensation
f. Strength
g. Joint motion and mobility
h. Muscle tone and reflexes
i. Movement patterns
j. Coordination
k. Balance
l. Developmental milestones
m. Pain
n. Posture
o. Gait
p. Functional mobility/abilities, including activities of daily living and instrumental activities of daily living
q. Assistive technology
r. Cardiopulmonary status
s. Segmental length, girth, and volume

2. Demonstrate the ability to observe and practice universal precautions.
3. Demonstrate the ability to perform CPR and emergency first aid.
4. Safely, reliably, and efficiently perform physical therapy interventions for patients across the lifespan, using procedures that are appropriate for the patient’s status and plan of care. These include, but are not limited to:
   - Therapeutic exercises to improve strength, ROM, or endurance
   - Developmental activities
   - Gait activities
   - Prosthetic and orthotic training
   - Wound care
   - Wheelchair training
   - Neuromotor and neurosensory techniques
   - Thermal agents and electrotherapy
   - Balance and coordination training
   - Environmental/Adaptive Modification
   - Positioning techniques
   - Cardiopulmonary rehabilitation
   - Joint mobilization/manipulation and soft tissue procedures
   - Functional activities, bed mobility, transfers
   - Patient/caregiver education

5. Safely and reliably read meters, dials, printouts, and goniometers.
6. Manipulate and operate physical therapy equipment and monitoring devices.
7. Demonstrate appropriate body mechanics and react safely and appropriately to sudden or unexpected movements of patients/classmates.
8. Demonstrate the ability to work in an environment that requires significant physical activity and mobility throughout the workday in a way that does not compromise patient or therapist safety.
9. Recognize adverse reactions and respond appropriately.
10. React calmly and appropriately in emergency or urgent patient related situations.
Appendix D – DPT Lab Kit Equipment Requirements

All items on the list are mandatory lab supplies. Most items are available for purchase from Patterson Medical as a package except for the items followed by an asterisk. Please see Patterson Medical order form for purchasing details.

- 1 – 6’ or 8’ plastic “round” Goniometer
- 1 – large 12’ Goniometer
- tape measure - soft retractable
- Cardiac stethoscope
- Sphygmomanometer; manual blood pressure cuff (do not buy the automatic type)
- Reflex hammer-triangle head
- Large gait belt – 54” (Nylon)
- 1 Box of non-sterile exam gloves latex or vinyl (You will need to periodically renew your “stock” of gloves)
- Patient type hospital gown
- Small penlight
- Stop watch
- Alcohol swabs or packets
- Small scissors – bandage type
- Tuning fork – 256 mhz
- Fingertip pulse oximeter
- Semmes Weinstein Filaments (5.07, LOPS)
- Bubble inclinometer
- 2 point discrimination kit
- Finger Nail clippers *
- 2 bed sheets – flat, twin, any color(s)*
- 1 pillow case*
- 1 small towel (hand towel)*
- Washable Skin marker(s)*
- Hand sanitizer*
- Small bag of cotton balls*
- Electric tape*
- Carrying bag to keep equipment contained **
Appendix E – PT CPI Course Instructions
Getting Started With the APTA Learning Center
For PT CPI Course Participants

APTA Members/Current or Former APTA Customers
1. Login to www.apta.org
   • Enter your username and password and select "click here to continue:" (http://www.apta.org/APTALogin.aspx)
   • Under http://www.apta.org/myAPTA make note of the email address associated with your apta.org account you will need to use the same address to verify your training completion in PT CPI Web.

2. Important! It is essential that you do not purchase or register for courses in the APTA Learning Center using more than one account number. If you’ve forgotten your password or were at one time an APTA member, click here to have it emailed to you OR contact 800/999-2782, ext 3395 for assistance.

3. Set up your computer
   • Enable pop-ups for http://www.apta.org and http://learningcenter.apta.org. (Make sure pop-ups are enabled both in your Internet browser and in your Google/Yahoo/AOL toolbar, if installed. Learn how: http://learningcenter.apta.org/oht.aspx#q1).

4. "Purchase" the free PT CPI online course
   • To access the PT CPI online course, go to: http://learningcenter.apta.org/free_membercourses.aspx (this is the “Free Member" course catalog, accessible from the public course catalog) in the APTA Learning Center, then "purchase" the free course through the online shopping cart.

5. Take the PT CPI online course
   • After purchasing the course, go to My Courses http://learningcenter.apta.org/My_Courses.aspx within the APTA Learning Center.

6. Print CEU certificate
   • Claim credit and print your 0.2 CEU certificate through My Courses http://learningcenter.apta.org/My_Courses.aspx at the APTA Learning Center.

7. Access the PT CPI Web site
   • To access PT CPI Web 2.0, please click: https://cpi2.amsapps.com.

The academic program with whom you affiliate can provide you with your username (the email address provided to them). If you do not have a password, you will need to use the 'I forgot or do not have a password' link to establish a password. The password to login to PT CPI Web 2.0 is NOT the same as the password used to login to the APTA Web site.

New Customers/Never Been an APTA Member
1. Create an account at www.apta.org
   • Register at apta.org: http://www.apta.org/APTALogin.aspx. Complete the required information and write down your username and password.
   • Please make a note of the e-mail address that you use when completing this registration information as you will need to use the same email address to verify your training completion in PT CPI Web.

2. Set up your computer
   • Enable pop-ups for http://www.apta.org and http://learningcenter.apta.org. (Make sure pop-ups are enabled both in your Internet browser and in your Google/Yahoo/AOL toolbar, if installed. Learn how: http://learningcenter.apta.org/oht.aspx#q1).
   • Important! You are now ready to purchase the free online course.

3. "Purchase" the free PT CPI online course
   • To access the PT CPI online course, go to: http://learningcenter.apta.org/free_membercourses.aspx (this is the "Free member" course catalog, accessible from the public course catalog) in the APTA Learning Center, then "purchase" the free course through the online shopping cart.

4. Take the PT CPI online course
   • After purchasing the course, go to My Courses http://learningcenter.apta.org/My_Courses.aspx within the APTA Learning Center.

5. Print CEU certificate
   • Claim credit and print your 0.2 CEU certificate through My Courses http://learningcenter.apta.org/My_Courses.aspx at the APTA Learning Center.

6. Access the PT CPI Web site
   • To access PT CPI Web 2.0, please click: https://cpi2.amsapps.com.
Appendix F – Sample Affiliation Agreement

AGREEMENT BETWEEN

NOVA SOUTHEASTERN UNIVERSITY, INC.

AND

_______________________

THIS AGREEMENT is entered into by and between NOVA SOUTHEASTERN UNIVERSITY, INC., a Florida not for profit corporation (hereinafter referred to as the "UNIVERSITY"), whose address is 3200 South University Drive, Fort Lauderdale, Florida 33328, and __________________________ (hereinafter referred to as the "FACILITY"), whose address is _________________________________. The UNIVERSITY is entering into this Agreement on behalf of its College of Health Care Sciences’ Physical Therapy Program.

WHEREAS, the UNIVERSITY’s College of Health Care Sciences’ educational program for the development of physical therapists has responsibility for the training of students who require clinical education in various medical and health-related settings to complete their professional development; and

WHEREAS, the Physical Therapy education program (“Education Program”) will be enhanced because of opportunities for and students to participate in patient care through the cooperative efforts of the FACILITY and the UNIVERSITY; and

WHEREAS, the FACILITY is willing to provide such opportunities for participation in patient care and administrative responsibilities to the UNIVERSITY’s physical therapy students (the "STUDENT(S)") and is further willing to assign staff to serve as clinical instructors pursuant to this Agreement; and

WHEREAS, the purpose of this Agreement is to establish a mutually beneficial affiliation between the UNIVERSITY and the FACILITY by providing UNIVERSITY’s STUDENTS a clinical educational experience at the FACILITY to enhance the development of such STUDENTS in the attainment of their professional goals.

NOW, THEREFORE, for and in consideration of the premises and the mutual covenants and agreements herein contained, the parties agree as follows:

1. RESPONSIBILITIES OF THE UNIVERSITY

   A. The UNIVERSITY shall assign certain STUDENT(S) to the FACILITY for purposes of clinical rotations as part of the Education Program. All assigned STUDENTS shall have completed the prerequisite didactic portion of the Education Program.

   B. The UNIVERSITY shall provide to the FACILITY the current clinical course objectives of the Education Program and forms to be completed regarding the evaluation of STUDENTS.

   C. The UNIVERSITY shall inform STUDENTS that they must comply with the applicable FACILITY policies and procedures.

   D. The UNIVERSITY shall inform STUDENTS that they must comply with the FACILITY’s health requirements prior to beginning their clinical rotations at the FACILITY.
E. The UNIVERSITY agrees to maintain, for itself and the STUDENTS, professional liability insurance with limits no less than One Million Dollars ($1,000,000) per occurrence and Three Million Dollars ($3,000,000) annual aggregate. A certificate of insurance evidencing this coverage shall be provided to the FACILITY prior to the arrival of the first student at the FACILITY.

G. The UNIVERSITY agrees to provide STUDENTS with training in universal precautions (OSHA standards) for prevention of HIV and other infectious diseases.

2. RESPONSIBILITIES OF THE FACILITY

A. Prior to the commencement of STUDENT clinical rotations, the FACILITY shall provide to the UNIVERSITY a current set of the FACILITY’s rules, regulations, policies and procedures with which STUDENTS are expected to comply.

B. The FACILITY shall designate qualified professional(s) assigned by it as clinical instructors for STUDENTS. During the term of this Agreement, the FACILITY’s clinical instructors, who shall supervise STUDENTS and who shall be employees of the FACILITY, shall have the following responsibilities as they relate to the STUDENTS:

i. Meet with the STUDENTS on the first day of the clinical rotation to (i) review educational objectives for each STUDENT’s rotation(s), (ii) assign clinical/work schedules, and (iii) review relevant FACILITY policies and procedures.

ii. Introduce STUDENTS to key clinical and auxiliary personnel at the FACILITY.

iii. Provide clinical instruction in accordance with the UNIVERSITY’s course objectives, the availability of patients and other clinical resources at the FACILITY. Clinical assignments shall include self-study and library research of clinical topics. Such assignments shall be consistent with each STUDENT’s role pursuant to this Agreement.

iv. Provide each STUDENT with hands-on clinical experience. Such experience shall include, but not be limited to, (i) eliciting patient histories, (ii) performing initial physical examinations, (iii) entering permissible chart entries (such entries denoted as “P.T. Student” and countersigned by designated supervising clinical instructor), and (iv) establishing diagnosis, goal setting, patient care planning, treatment, intervention, and discharge planning.

v. Provide each STUDENT with frequent feedback on his/her clinical and professional performance, formally review each STUDENT’s progress by meeting to review evaluations at mid-rotation and during the last week of rotation, and complete and sign all evaluation forms provided by the UNIVERSITY by stated deadlines. The FACILITY may keep a copy of the evaluation only with the STUDENT’s written consent.

C. Make available its classrooms, library, and cafeteria, to STUDENTS while they are assigned to the FACILITY.

D. The FACILITY shall permit the UNIVERSITY’s Education Program faculty to visit the FACILITY during clinical education for purposes of ascertaining that the UNIVERSITY’s educational objectives for each STUDENT’s rotation are met.

E. The FACILITY shall also permit representatives of the UNIVERSITY’s accrediting bodies to visit the FACILITY upon providing reasonable prior written notice.

F. The FACILITY shall be responsible for providing or arranging emergency care of STUDENTS in the event of injury or illness while STUDENTS are on their rotations at FACILITY. The cost of such emergency care shall be borne by the STUDENTS. STUDENTS shall be required to maintain medical insurance at their own expense.

G. During the term of this Agreement, the FACILITY agrees to maintain commercial general liability insurance in an amount no less than $1,000,000 per occurrence/$2,000,000 annual aggregate and professional liability insurance (for itself, its employees and agents) in an amount of no less than One Million Dollars ($1,000,000) per occurrence and Three Million Dollars ($3,000,000) annual aggregate. A certificate of insurance evidencing these
coverages shall be provided to the UNIVERSITY prior to the arrival of the first STUDENT at the FACILITY. The professional liability insurance shall remain continuously in effect (through prior acts coverage in renewal policies, tail coverage or otherwise) during the period of the applicable statute of limitations. The FACILITY shall ensure that any clinical supervisors who are nonemployees maintain professional liability insurance coverage as required in this Section G.

H. The FACILITY shall maintain in strict confidence all STUDENT health information, education records, or information connected therewith, background check information or drug screening information, provided to or obtained by the FACILITY, and in connection therewith shall comply with all applicable laws and regulations.

3. EXCLUDED PARTIES

Each party hereby certifies to the other that neither it nor its agents and employees involved in the operation of this Agreement at the FACILITY have been debarred, suspended or otherwise excluded from Medicaid, Medicare and/or any other applicable federally funded health care program.

4. HIPAA REQUIREMENTS

The parties agree to comply with the Health Information Technology for Economic and Clinical Health Act (“HITECH Act”), Health Insurance Portability and Accountability Act of 1996, as codified at 42 U.S.C. Section 1320d (“HIPAA”) and any current and future regulations promulgated thereunder, including, without limitation, the federal privacy regulations contained in 45 C.F.R. Parts 160 and 164 (“Federal Privacy Regulations”), the federal security standards contained in 45 C.F.R. Part 142 (“Federal Security Regulations”), and the federal standards for electronic transactions contained in 45 C.F.R. Parts 160 and 162, all collectively referred to herein as “HIPAA Requirements”. The parties agree not to use or further disclose any Protected Health Information (as defined in 45 C.F.R. Section 164.501) or Individually Identifiable Health Information (as defined in 42 U.S.C. Section 1320d), other than as permitted by the HIPAA Requirements and the terms of this Agreement. The parties agree to make their internal practices, books and records relating to the use and disclosure of Protected Health Information available to the Secretary of Health and Human Services to the extent required for determining compliance with the Federal Privacy Regulations. In addition, the parties agree to comply with any state laws and regulations that govern or pertain to the confidentiality, privacy, security of, and electronic and transaction code sets pertaining to, information related to patients. The UNIVERSITY may de-identify any and all Protected Health Information for educational purposes created or received by the UNIVERSITY under this Agreement, provided, however, that the de-identification conforms to the requirements of the Standards for Privacy of Individually Identifiable Health Information at 45CFR Part 164, Subparts A and E.

The University shall direct its STUDENTS to comply with the policies and procedures of FACILITY, including those governing the use and disclosure of individually identifiable health information under federal law, specifically 45 CFR parts 160 and 164. Solely for the purpose of defining the STUDENTS’ role in relation to the use and disclosure of FACILITY's protected health information, the STUDENTS are defined as members of the FACILITY's workforce, as that term is defined by 45 CFR 160.103, when engaged in activities pursuant to this Agreement. However, the STUDENTS are not and shall not be considered to be employees of FACILITY.

5. REMOVAL OF STUDENTS FROM FACILITY

Both parties agree that in the event a conduct or performance problem arises related to the clinical rotation of any STUDENT, the FACILITY and the UNIVERSITY shall promptly attempt to effectuate a resolution. In the event a resolution of the problem cannot be reached, the FACILITY reserves the right to reasonably request withdrawal of any STUDENT whose work or conduct is not in full accord with the FACILITY’s standards of performance or policies or procedures. Notwithstanding the foregoing, the FACILITY may remove a STUDENT without prior consultation with UNIVERSITY if a STUDENT poses an immediate threat to the health or safety of FACILITY’s patients or employees, and in any such event the FACILITY shall promptly provide written notification to UNIVERSITY of the action it has taken and the reasons therefore.

6. RELATIONSHIP
A. Both parties expressly intend that with respect to this Agreement the parties shall be independent contractors, and shall have no relationship other than the one provided for herein, and shall receive no other benefits besides those specifically contained herein.

B. It is understood that in no event shall STUDENTS be compensated or represent themselves as agents, officers, or employees of the FACILITY. STUDENTS shall wear pictured name tags identifying their status with the UNIVERSITY, and clearly display their name tag identifying them as a "PHYSICAL THERAPY STUDENT". At the same time it is understood that in no event shall the employees or agents of the FACILITY be considered or represent themselves as agents, officers, or employees of the UNIVERSITY. The FACILITY shall at all times maintain responsibility for patient care.

7. TERM

The term of this Agreement shall be for one (1) year, commencing on ________, 201_ and expiring on ________________, 201_ and shall automatically renew for yearly periods; provided, however, that either party may terminate this Agreement at any time by furnishing at least sixty (60) days prior written notice of termination to the other. Any such termination shall not prevent STUDENTS then participating in clinical rotations from completing their assignments at the FACILITY pursuant to the same terms and conditions of this Agreement.

8. NOTICE

All notices under this Agreement will be in writing and will be deemed duly given (i) upon receipt, refusal of receipt or the date noted as uncollected when sent by certified or registered mail, postage prepaid, and return receipt requested, or (ii) when sent by email transmission with proof of successful transmission retained by the sending party and confirmation of receipt provided by recipient to the sending party by return email, at the addresses stated below or at such other addresses as the parties may notify the other pursuant to the terms of this clause.

As to UNIVERSITY: Nova Southeastern University
3200 South University Drive
Fort Lauderdale, FL 33328
Attn: Dean, College of Health Care Sciences
Email: swilson@nova.edu

As to FACILITY: __________________________________________________________
______________________________________________________________
______________________________________________________________
______________________________________________________________
______________________________________________________________

9. NO DISCRIMINATION

Neither party will discriminate against any program participant covered under this Agreement because of race, color, religion, national origin, age, disability, status as a disabled veteran, sex, or sexual orientation, nor will either party engage in such discrimination in their employment or personnel policies.

10. ENTIRE AGREEMENT AND MODIFICATION
This Agreement constitutes the entire understanding of the parties with respect to the matters covered herein, and supersedes any prior or contemporaneous agreements, representations or discussions, whether written or oral. This Agreement may only be altered, amended, or modified by a written instrument signed by the parties.

11. **LAW GOVERNING**

This Agreement shall be governed by and construed in accordance with the laws of the State of Florida, without regard to its conflicts of law principles. With respect to any action arising out of this Agreement, the parties accept the exclusive jurisdiction of the state courts in Florida, and agree that venue shall lie exclusively in Broward County, Florida.

REMAINDER OF PAGE LEFT BLANK

IN WITNESS WHEREOF, the parties have executed this Agreement as of the date first set forth below.

_________________________________________  NOVA SOUTHEASTERN UNIVERSITY, INC.

By: ________________________________  By: ________________________________
Title: ________________________________  Title: Dean, College of Health Care Sciences
Date: ________________________________  Date: ________________________________

By: ________________________________
Title: Executive Dean, Health Professions Div.
Date: ________________________________
Appendix G – Student Compliance Checklist

Compliance Binder
Cover Page and Checklist:
Up to date copies of all of the following documents should be in your Compliance Binder at all times!

- Emergency Contact Form
- Current CPR Certification Card
- Current Health Insurance Card**
- OSHA/BBP Training
- Medical Errors Prevention Training Certificate
- HIPAA Training Certificate (Privacy, Security, and Research)
- Proof of current APTA Membership*
- Background Check Summary Report (Printed from Certified Profile)
- Immunization Records:**
  - Current Physical Examination Form*
  - Negative TB or Chest X-Ray results*
  - Immunization record (includes MMR, Varicella, Hep B, and Tetanus-Diphtheria)
- CITI Training / IRB – 2nd Year
- PT CPI Training Certificate – 3rd Year
  - To be completed during “Topics in Clinical Education” (PHTT 6812)
- Proof of Influenza Vaccine (Flu Shot) – 4th Year
  - To be completed in the month of November prior to starting “Clinical Internship II” (PHTT 6921)
- Level 2 Background Check Report – 4th Year
  - To be completed in the summer of your 4th year

* These items must be updated annually
** These items must be uploaded and kept up to date in Certified Profile

College of Health Care Sciences (CHCS) students must submit all immunization and physical forms to Certified Profile. CHCS students should contact Certified Profile Student Services at 888-914-7279 or email studentservices@certifiedprofile.com for questions regarding uploading documents.
Appendix H - Student Data Form

Florida Consortium of Clinical Educators
(Confidential)

Student Name: __________________________ Facility: __________________________

School: __________________________
Clinical Experience Level: __________________________
Dates of Clinical: __________________________
Expected date of graduation: __________________________

Current Address: __________________________
Good until (date): __________________________
Permanent Address: __________________________

Current Phone: __________________________
Permanent Phone: __________________________
Cell Phone: __________________________
E-mail: __________________________

Emergency Contact (1) __________________________
Relationship: __________________________
Home Phone: __________________________
Work Phone: __________________________
Cell phone: __________________________

Emergency Contact (2) __________________________
Relationship: __________________________
Home Phone: __________________________
Work Phone: __________________________
Cell phone: __________________________

Health concerns that clinical faculty should be aware of:

* The student will provide copies of the following information:
  - □ Picture ID (driver’s license or ID card)
  - □ Verification of professional liability coverage
  - □ Verification of blood borne pathogens / HIV education
  - □ CPR certification
  - □ Proof of HBV or declination statement
  - □ Proof of other immunization records
  - □ Verification of health insurance coverage
  - □ Clinical Performance Instrument
  - □ Other: __________________________
  - □ Other: __________________________

* Please note that for some programs these records are retained at the school and are available by contacting the ACCE
1. Previous clinical experiences (facility, dates, types of patients seen, other related clinical experiences):

2. Previous work or volunteer experience:

3. Areas of clinical interest and/or preferred work setting after licensure:

4. Preferred learning style and preferred type of supervision:

5. Preferred type and frequency of feedback:

6. Student’s interests for this clinical assignment:

   a. What PT knowledge/skills do you hope to gain during this rotation?

   b. What particular patient populations would you like to experience?

   c. What types of experiences other than direct patient care are you interested in?

7. Specific goals: Refer to the attached criteria from the *Clinical Performance Instrument*
   
   a.

   b.

   c.

Student signature:   Date:
Appendix I – Student Internship Schedule Form

Student Internship Schedule

*Please complete this form and fax it to the Director of Clinical Education on the first day of internship.

Student Name: ________________________________________________________________

Email Address: ________________________________________________________________

Phone Number: ________________________________________________________________

Site Name: ________________________________________________________________

Address: ______________________________________________________________________

Phone Number: ________________________________________________________________

Clinical Instructor Name(s) / Email:
____________________________________________________________________________
____________________________________________________________________________

Planned Work Schedule:

<table>
<thead>
<tr>
<th>Days</th>
<th>Hours</th>
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<tr>
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<td>Sunday</td>
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</table>

___________________________________          _________________________________          _____________
Student Signature                                                       CI Signature

___________________________
Date
Appendix J - Weekly Planning Form

Student Name: ________________________ Clinic: ________________________

* This form is to be completed at the end of each week with exception of the final week. The student is responsible for submitting this via Blackboard each week by 9am Monday *

Dates: ____________________________ Experience Week Number: ________________

STUDENTS REVIEW OF THE WEEK
When completing this form consider the five (5) performance dimensions: quality of care, supervision/guidance required, consistency of performance, complexity of tasks/environment, and efficiency of performance.

CI’S REVIEW OF THE WEEK
When completing this form consider the five (5) performance dimensions: quality of care, supervision/guidance required, consistency of performance, complexity of tasks/environment, and efficiency of performance.

GOALS FOR THE UPCOMING WEEK OF __________________________________________________________________________

Student’s Signature ___________________________ CI Signature ___________________________

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Appendix K: Description of Capstone Project

As part of our curriculum, students in the Tampa DPT Program are required to complete a Capstone project for the final course of their Evidence-Based Practice (EBP) series. This project should occur sometime during their clinical education courses. The framework we are using is based on the text Writing Case Reports: A How-To Manual for Clinicians by Dr. Irene McEwen, and Guidelines by Physical Therapy Journal (PTJ).

Students will draw on questions, ideas, and experience from their clinical education to develop a topic for the case report. A case report is not “research” but a rich description of practice. There are 7 potential focuses for case reports: Diagnosis/Prognosis, Clinical Measurement Procedures, Intervention, Application of Theory to Practice, Risk Management, Administrative/Education Process, and “Full” Traditional Case Report. Since this is a student project that must be completed within a very narrow time frame, we expect subjects will focus on a very small, well-defined aspect of PT Practice.

The course director is Dr. Kathleen Rockefeller. She will be overseeing the projects and guiding the students through the process.

The project might be based on an encounter with an actual patient. It could involve some sort of administrative or educational process at your facility. Since the case report is not research, and will only be shared with Nova faculty and students during a “wrap-up” week, formal IRB approval is not required. Of course, the student would be expected to abide by anything required by your facility related to such an experience. Dr. Rockefeller is happy to talk with you more about any questions you might have.

Dr. Rockefeller will approve the topic after discussion with the student. The Clinical Instructor should also “approve” the topic of the case report but there are no expectations for you to guide the process. If you should want to be more involved, that is also fine. And the student may want to use part of the development of the case report as a potential topic for an in-service although this is not required.

We hope that this will be a good learning experience for all involved.

Please contact Dr. Rockefeller/Dr. Galley at any time if you have questions. Thank you for your help.

Sincerely,

Dr. Kathleen Rockefeller
(813) 574-5319

Dr. Robin Galley
(813) 574-5316