Manchester University | COLLEGE of PHARMACY, NATURAL & HEALTH SCIENCES

Doctor of Physical Therapy Program
Clinical Handbook
2024 - 2025

Disclaimer: The policies and procedures set forth in this handbook are in effect for the academic year 2024-2025. The policies and procedures described in this handbook are subject to change. The program reserves the right to change the provisions outlined in this handbook with or without notice.

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INTRODUCTION

This handbook is a guide for Clinical Education within Manchester University's Doctor of Physical Therapy Program. It is meant to complement the guidelines outlined in the Doctor of Physical Therapy (DPT) Student Handbook and expound upon the principles of clinical education. It is also intended to be used as a planning tool, guide, and reference. Through the collaborative efforts of clinical instructors, students, the administrative team, and faculty, an academically sound clinical education that facilitates achievement of the introductory and advanced competencies will be provided.

The Clinical Education program is designed to provide experiential learning opportunities through supervised participation in physical therapy practice. Experiences were developed in accordance with the mission and vision of Manchester University's Doctor of Physical Therapy Program and the guidelines set forth by the Commission on Accreditation in Physical Therapy Education (CAPTE). Students will receive both academic credit and internship hours toward the 30 weeks or 1,200 hours required by CAPTE.

One of the primary goals of the clinical curricular component is to facilitate student transition from didactic learner to a competent, caring professional who provides patient-centered care and assures optimal patient outcomes. During this transition, students will be expected to acquire the knowledge, skills, attitudes, and values important to the physical therapy profession. Students will work under the direct supervision of selected clinical instructors who are expected to guide and mentor the students in applying knowledge learned in the classroom, techniques learned in the laboratory, and compassion learned through life experience, with the goal of improving the health of the patient.

Comments and suggestions to improve the DPT clinical education program are always welcome. Please feel free to contact the Office of Clinical Education with any ideas, questions, or concerns.

CLINICAL EDUCATION DEFINITIONS, ROLES, AND RESPONSIBILITIES

Clinical Education Definitions

To ensure proper communication, several definitions concerning clinical education are listed:

Director of Clinical Education (DCE)

The licensed physical therapist employed by the academic facility that organizes, directs, supervises, coordinates, and assesses the effectiveness of the clinical education component of the physical therapy curriculum. The DCE shall utilize the document, *Clinical Education Guidelines and Self-Assessments*, published by the American Physical Therapy Association (APTA), and guidelines established by the American Council of Academic Physical Therapy (ACAPT), when selecting and developing clinical education facilities.

Academic Institution (AI)

The academic institution provides the entry-level curriculum in the professional preparation of the

physical therapy student leading to a doctoral degree.

Site Coordinator of Clinical Education (SCCE)

The individual employed and designated by the clinical education site to organize, direct, supervise, coordinate, and evaluate the activities of the physical therapy student assigned to that clinical education site by the program. The SCCE is encouraged to utilize the document, *Clinical Education Guidelines and Self-Assessments*, published by the APTA, and guidelines established by ACAPT to enhance the student's clinical experience. The SCCE must complete training for the *Clinical Performance Instrument* (CPI) tool. Completion of the APTA Credentialed Clinical Instruction Program is also encouraged.

Clinical Education Site (CES)

An accredited or approved health care facility or agency that provides the physical therapy student with a learning environment and patient contact for the development and acquisition of the PT competencies.

Clinical Instructor (CI)

The licensed physical therapist employed by the clinical education site designated by the SCCE to supervise and evaluate the activities of the assigned PT students. The clinical instructor will have at least one year of clinical experience. The CI is encouraged to utilize the document, *Clinical Education Guidelines and Self-Assessments*, published by the APTA, and guidelines established by ACAPT to enhance the student's clinical experience. The CI must complete training for the CPI tool. Completion of the APTA Credentialed Clinical Education Credentialing Program is also encouraged.

Office of Clinical Education (OCE)

The Office of Clinical Education operates within the Manchester University Doctor of Physical Therapy Program. The OCE is overseen by the Director of Clinical Education and includes the Director of Experiential Education, an Operations Specialist, and the Clinical Outreach Coordinator. The OCE seeks to advance the education of students enrolled in the DPT program by facilitating experiential education through clinical experiences that will provide exposure to a variety of settings and prepares students to work in the Physical Therapy profession. The OCE will provide the primary oversight of clinical experiences for DPT students with collaboration from the Office of Experiential Education as necessary.

Office of Experiential Education (OEE)

The Office of Experiential Education operates within Manchester University's College of Pharmacy, Natural and Health Sciences. The OEE is overseen by the Director of Experiential Education and includes the Associate Director of Experiential Education, the Experiential Education Coordinator, two Operations Specialist's, and the Clinical Outreach Coordinator. The OEE seeks to advance the field of Experiential Education through innovation, collaboration, advocacy, and assessment of experiential opportunities that promote the growth and development of students. The OEE will work collaboratively with the OCE to maintain health information, records, and requirements. As well as collaborating on any other needs as necessary.

Roles and Responsibilities of Participants

Director of Clinical Education Role: The licensed physical therapist employed by the academic institution who organizes, directs, supervises, coordinates, and assesses the clinical education component of the curriculum.

Responsibilities: The DCE is responsible for:

- Selecting clinical sites that will provide quality clinical education experiences for the students enrolled in the PT Program.
- Developing and coordinating the selected clinical sites with the SCCEs.
- Developing, organizing, directing, supervising, coordinating, and evaluating the series of clinical education courses.
- Assisting with the development, implementation, and evaluation of clinical education faculty development programs.
- On going assessment and professional development in clinical education.

Site Coordinator of Clinical Education Role: The licensed health professional (e.g., OT, PT, PTA) who is employed and designated by the clinical site to organize, direct, supervise, coordinate, and evaluate the clinical education program of the clinical site.

Responsibilities: The SCCE is responsible for:

- Identifying, organizing, and coordinating (e.g., confirmation form and CE contracts) the specific learning experiences within the clinical site.
- Organizing, directing, supervising, coordinating, and evaluating the activities of the student assigned to the respective clinical site.
- Participating in clinical education faculty development programs and the CPI training.
- Maintaining communication with the DCE and the assigned student during the clinical education experience (e.g., notification of progress and/or problems).
- Abiding by the profession's Code of Ethics, and Standards of Practice, as published by the APTA and the Indiana Board of Physical Therapy – Rules. (See Appendix A).
- Formally evaluating the effectiveness of the DCE on a regular basis.

Clinical Instructor (CI) Role: The licensed physical therapist employed and designated by the clinical site to directly organize, supervise, coordinate, and evaluate the activities to facilitate the assigned student's development.

Responsibilities: The CI is responsible for:

- Identifying, organizing, and coordinating (e.g., letter of intent) the specific learning experiences within the clinical site.
- Organizing, directing, supervising, coordinating, and evaluating the activities of the student assigned to the respective clinical site.
- Assessing personal strengths and weaknesses as a CI and participating in clinical education faculty development programs and the CPI training.
- Maintaining communication with the DCE and the assigned student during the clinical education experience (e.g., notification of progress and/or problems).
- Abiding by the professions Code of Ethics and Standards of Practice, as published by the APTA and the Indiana Board of Physical Therapy – Rules (See Appendix A).

Student Role: The individual who has successfully completed all designated DPT Program course work including all skills in a competent and safe manner during comprehensive practical exams preceding each clinical experience, has adhered to all policies and procedures of the academic institution and the clinical education site, and has completed the responsibilities required prior to the clinical assignment.

Responsibilities: PRIOR to the clinical site assignment, the student is responsible for:

- Reviewing the information concerning the assigned clinical site that is found within the DPT Program's electronic files in CORE ELMS.
- Reviewing the responsibilities of the student, the academic institution, and the clinical site as stated in the agreement form.
- Reviewing and adhering to the policies and procedures found within the DPT Program's Student Handbook and Clinical Handbook.
- Completing the Student Introduction Packet, having it approved by the DCE, and sending the packet to the assigned clinical sites by the assigned date.
- Adhering to the policy regarding health and malpractice insurance.
- Completing all medical tests, procedures, and other special requirements of the clinical site (e.g., interviews, drug screens, pandemic requirements).
- Acquiring proper attire as required by the clinical sites (e.g., scrubs, student badges).
- Successfully completing the CPI training.
- Completing onboarding requirements, which may include a fee if it is a site specific requirement to the

clinical site.

During the Clinical site assignment: The student is responsible for:

- Designating and implementing an in-service education program for at least two affiliations.
- Participating in professional activities of the clinical site, as requested by the clinical instructor and in accordance with the policy established between the clinical site and the academic institution.
- Adhering to the rules and regulations of the clinical site and its Physical Therapy Department.
- Adhering to the rules and regulations of Manchester University's DPT Program.
- Arranging for health/medical service in the event of illness or accident according to the policy of Manchester University. See the Health and Safety website for the College of Pharmacy, Natural and Health Sciences and the DPT Program Student Handbook. Information for health services in North Manchester can be found online and in *The Source* Student Handbook.
- Participating in the midterm phone session with both the CI and DCE.
- Participating in the evaluation of the physical therapist skills, as stated in the *Physical Therapist Clinical Performance Instrument (PT CPI).* This includes a self-assessment component.
- Completing the weekly planning form.
- Evaluating the effectiveness of the clinical experience at the clinical site and returning a signed copy of the APTA-developed *Physical Therapist Student Evaluation: Clinical Experience and Clinical Instruction Assessment* to the DCE by the assigned date. Evaluating the effectiveness of the DCE at the designated time.
- Completing additional assignments as designated by the course syllabi, clinical instructor, or DCE.

GENERAL INFORMATION

Manchester University's Doctor of Physical Therapy Program provides a balanced curriculum that interfaces didactic teaching with structured clinical training throughout its professional physical therapy program. Classroom teaching, labs, and clinical practice sites continually build knowledge and skills that will prepare the student to practice physical therapy. Students will learn by applying the newly learned knowledge and skills in real practice settings. Physical therapists and community leaders from many different practice settings actively participate in our Physical Therapy Advisory Board to develop experiences that will prepare students to become their colleagues now and in the ever-changing future.

Another goal of the Physical Therapy Clinical Experience is to make the student transition to ardent practitioners in a safe and effective manner under the guidance and mentorship of a clinical instructor. The transition from learner to practitioner is not a passive process but rather requires active participation and communication. Students should recognize that the clinical instructor's responsibility is to guide their thought process through real-life situations and to pass on critical thinking techniques used in making a sound decision. Students should also recognize that the optimum learning experience

requires mutual respect and courtesy between both clinical instructor and student. Students must accept the responsibility for learning and seek engagement in situations that facilitate learning.

The clinical component of the curriculum consists of introductory experiences beginning in the first professional year with the Integrated Clinical Education (ICE) experiences I-VI and culminating in the final professional year with a 14-week advanced Physical Therapy Clinical Education experience. Students will be under the direct supervision of an approved Physical Therapy clinical instructor and exposed to a variety of settings through many experiences. It is our hope that students will enjoy their journey on the path to a fulfilling career.

Types of Clinical Experiences

Clinical education includes integrated clinical education experiences, intermediate full-time clinical education experiences, and terminal full-time clinical education experience. Integrated Clinical Education (ICE) assignments and ICE courses are intended to assist the student with understanding the academic course work in the clinical setting, as well as demonstrate readiness for formal full-time clinical education experiences. For example, the ICE assignments may include observation of treatment/evaluation techniques, chart reviews, and data gathering. If clients are used in assignments, then the student is to obtain client consent and to maintain confidentiality of all information.

General Policies

Students are expected to abide by the policies established in this handbook, the DPT Student Handbook, the Manchester University Student Handbook *The Source*, and any additional requirements stated by the practice site while completing a rotation.

Maintenance of Documentations while Enrolled in the Program

There are many curricular, regulatory, and accreditation documents which must be maintained in order to meet program requirements and verify student progress. Documents pertaining to clinical experiences will be stored in CORE ELMS, our experiential learning management system. Required documents must be submitted within the timelines established. Missing documentation may prevent a student from participating in clinical experiences.

Background Checks and Drug Screening

Students are required to undergo a criminal background check and drug screen prior to the start of their first academic year. Students will be directed to access the website of the College's chosen provider for these services.

The criminal background check consists of the search components listed below. All records are searched by primary name and all AKAs, a student's primary address, and all addresses lived within the past seven (7) years.

- Social Security Number Validation and Verification – (including analyzed social security number search analyzed for names, SSN and address history)
- Federal, State, and County Criminal Records Search

- National Criminal Database Search
- Sanctions Screen – (proprietary search covering sanctions, disciplinary and administrative actions taken by hundreds of federal and state healthcare regulatory authorities, including FDA, NIG, OFAC, terrorist watch lists and more)
- OIG / SAM (Formerly GSA) EPLS Search – (search covers the federally-mandated HHS Office of Inspector General's (OIG) List of Excluded Individuals/Entities (LEIE))
- System for Awards Management (SAM)
- Excluded Parties List (EPL)
- 10 Panel – Certified Drug Test – Urine: 10-panel urine drug screen tests for the following drugs: Amphetamines, Cocaine Metabolites, Marijuana Metabolites, Opiates, Phencyclidine, Barbiturates, Benzodiazepines, Methadone, Propoxyphene, and MDMA/Ecstasy.
- Please do not drink coffee or too many fluids prior to your lab visit. If your results are negative dilute, the facility will require a second drug screen to be completed. Should a negative dilute occur, please contact your school administrator.

If the initial drug screen is reported as positive/nonnegative, the student will receive a call from the vendor's Medical Review Officer (MRO). The MRO will obtain medical proof as to why the student tests positive. If the student is taking any form of prescription medicine, it is wise to proactively obtain proof from your physician to be provided to the MRO when contacted. This will speed up the process of reporting drug test results.

If a student believes the MRO review results to be inaccurate, then they must notify the OEE and a retest within two (2) business days will be arranged at the student's expense.

A background recheck and drug screen must be completed annually while the student is actively enrolled in the Manchester University DPT Program. Per the Honor Code, students are required to self-report any new violations since the previous screen.

The cost for the background check and drug test is borne by the student. The results of the background check and drug test belong to the student directly and are shared with the program. Students cannot begin clinical experiences until the background check and drug test have been completed, verified by the College, and the results do not jeopardize their completion of the program and/or state licensure. Some sites may require copies of the results and it is the student's responsibility to provide proper documentation upon request.

Some practice sites may require additional background checks and/or drug screens and it is the student's responsibility to comply with such requirements. The OEE will maintain records of such requirements as they become available and inform students prior to the start of a rotation.

Information obtained in background checks may inhibit students from starting or completing clinical experiences and may have ramifications for student progression through the program.

The College cannot guarantee that students with misdemeanor or felony convictions will be able to successfully complete the DPT Program. Students with such convictions may incur additional costs to travel to sites that may allow them to complete their clinical experiences.

Health Information, Records, and Admission Requirements

Students are required to complete an Emergency Medical Information Form, a physical exam, and provide immunization records. The immunization records (with all supporting documentation) will be reviewed. Students will be responsible for completing any requirements deemed insufficient within the timeline provided. Student physical therapists who do not comply with the recommended timelines may not be allowed to start or continue in clinical experiences.

Annual Requirements

Students must annually provide documentation of TB testing and flu vaccination and upload them in CORE by the established deadlines to allow verification by the OEE. Students not providing these documents by the established deadlines will not be permitted to participate in clinical experiences.

Site-Specific Requirements

It is the student's responsibility to comply with each site's policies. Students should have a copy of their immunization records readily available and must be able to provide this information upon the request of proof of immunization status by site, clinical coordinator, or clinical instructor. Any additional expenses will be the student's responsibility.

Health Insurance

The College of Pharmacy, Natural and Health Sciences requires all DPT Program students to maintain active health insurance coverage while they are enrolled in the DPT Program. Confirmation of active health insurance must be submitted to the OEE annually and the student must upload a copy of their health insurance card in CORE. Health expenses incurred because of urgent care provided by a clinical experience site will be the responsibility of the student. Please refer to the Doctor of Physical Therapy Student Handbook for further details.

Information Shared with Sites

All relevant medical and academic information will not be shared directly with clinical sites. This information will be maintained in CORE ELMS and can be shared by the student at their discretion if the site requests this information.

Required Certifications

Students will need to complete the following certifications, and renew accordingly, to be able to successfully complete the experiential portion of the curriculum. It is the responsibility of the student to complete the specified certifications by the established deadlines.

Health Information Portability and Accountability Act (HIPAA) Annual Certification

By law, students and faculty must comply with HIPAA regulations. Confidential information covered by HIPAA includes, but is not limited to, information from patient medical records, physical therapy records, and fee systems. Patient names, medical records numbers, social security numbers, dates of birth, and other patient identifiers will not be used in any/all forms of communication or discussion of cases outside the private setting of the practice site.

To ensure knowledge and compliance with HIPAA-related information, each student must successfully complete the HIPAA Privacy and HIPAA Security learning modules as assigned. Students will need to recertify these HIPAA-related modules annually.

Blood Borne Pathogens (BBP) Annual Certification

Students must protect patients being served, other healthcare workers, and themselves by comprehending and adhering to best practices when working in an environment where infectious diseases may be encountered. To ensure knowledge and compliance with appropriate infection control practices, each student must successfully complete the Blood Borne Pathogen module assigned annually.

Basic Life Support (BLS) Certification

Students will become certified in the American Heart Association Basic Life Support (BLS) for Healthcare Providers during a DPT Program practice lab within their first summer session. This BLS certification is a curricular requirement that must be maintained throughout the remainder of their time as a student of Manchester University's DPT Program. Students will be recertified in their 7th semester (3rd summer).

Clinical Experience Scheduling

The Office of Clinical Education will utilize CORE ELMS to offer choices of available sites for clinical experiences. The steps for the selection process will be discussed during the mandatory Clinical Education Orientation meetings. Each student will have the ability to rank their preferences and those preferences will be honored when possible. However, the Office of Clinical Education will make the final experience scheduling decisions based upon many factors including programmatic requirements/needs, clinical instructor availability, and previous student performance and learning needs.

Keep in mind the following requirements when ranking preferences:

- A student physical therapist may not complete a rotation at a site where they are currently employed.
- A student physical therapist may not complete a rotation at a site where they will be supervised by a family member (must report all potential conflicts of interest to the DCE in writing at the mandatory Clinical Education Meeting).

Hardship Waiver

All students must participate in the clinical experience matching process. In those situations, where matched experience assignments would create a hardship, students may request hardship

consideration for clinical experiences by completing a Hardship Waiver Application and submitting the completed form to the OCE no later than the application deadline date, which will be set and announced by the OCE. Since no single policy can address every situation, each request will be addressed on its own merit by the OCE.

No guarantee can be made that options which fully address the student's situation can be identified. All students must comply with Clinical Education curricular requirements and cannot skip a requirement if the only option for completion is a location unsatisfactory to the student.

Schedule Review Request

Student physical therapists are permitted a time period to review their schedules and may request a schedule review, if there is a perceived error or conflict of interest, by the deadline established by the OCE. A student physical therapist may also request a schedule review if an unforeseen circumstance presents itself after schedules have been set. The Schedule Request Review Form must be submitted to the OCE within a week of knowledge of the event or circumstance. The OCE will review the request and notify the student of the outcome as soon as possible.

Withdrawal from Clinical Education Experience

A student is not permitted to withdraw from a clinical experience without permission from the OCE. To request a withdrawal from clinical education, a student must petition the Office of Clinical Education. The OCE will review all requests for withdrawal on a case-by-case basis and determine if the request is approved or denied. All other withdrawals will be considered unauthorized, and the student will receive a No Pass for the experience.

Out-of-State Experiences

The Office of Clinical Education may offer some clinical experiences outside the state of Indiana. For an experience that takes place outside the state of Indiana, the student will be responsible for identifying and completing pertinent intern and/or any application requirements. No student will be placed out of state unless they request the placement.

The Office of Clinical Education will consider suggestions for experiences to be completed outside of the state on a case-by-case basis.

Clinical Instructor Contact Policy

Each student must send an introductory email and a personal data/goal sheet to their assigned clinical instructor four weeks prior to the start of each rotation. This email will be composed for the purpose of introducing the student to the clinical instructor and gathering pertinent information regarding the rotation site and expectations of the site. If no response is received from the clinical instructor within seven (7) days of delivery of the first email, a second email should be sent to the clinical instructor and the OCE should be notified. If no response is received within 24 hours of the second email, the student

should call the rotation site to gather more information. If a connection has not been established between student and clinical instructor within 48 hours of the second email, the OCE will contact the rotation site directly to determine the best course of action.

Attendance and Documentation of Hours

Attendance is a grading criterion as well as a requirement. To achieve stated clinical experience outcomes and to maximize learning, students should avoid taking time away from their clinical experiences. However, it is recognized that students may need time off for personal business, job interviews, and other valid reasons.

Each student is to discuss and agree upon an experience schedule with their clinical instructor.

- It is mandatory for the student physical therapist to attend the site and/or complete experience activities at least 35 hours per week for a full-time clinical experience.

Absence

All absences must be documented in CORE ELMS. This includes absences that have been approved by the clinical instructor. This also includes a student working an altered schedule, for example, being at a site for 10 hours on 4 days so they do not need to report on a normally scheduled 5th day. The OCE will contact the clinical instructor to determine if the absence is excused or unexcused. Examples of excused absences include:

- Illness with a doctor's note
- Funeral of a close family member (parents, siblings, children, grandparents, etc.)
- Personal legal proceedings (court dates)

The following circumstances are also considered excused so long as the clinical instructor is consulted at least two (2) weeks prior to, and not more than three (3) months before starting the rotation:

- Attendance of a wedding where the student is a member of the wedding party
- Attendance of professional meetings or Continuing Education courses
- Job interviews (maximum of 4 days throughout the year)

Other instances may be considered excused. It is the responsibility of the student to contact their clinical instructor and the OCE to determine if an absence is excused. Students are expected to take the minimum time away as possible from their site for excused absence events.

Holiday requests are at the discretion of the clinical instructor in every case and are never guaranteed. This goes for any type of holiday: Labor Day, Thanksgiving, Martin Luther King Jr. Day, Yom Kippur, Eid al-Fitr, Good Friday, etc. In every case, missing clinical experience days due to religious and/or nationally- recognized holidays must be authorized by the clinical instructor. The student is encouraged

to ask their clinical instructor regarding such days during their introduction email to the clinical instructor. All such days permitted by the clinical instructor will then be counted as excused absences. Clinical instructors may or may not require the student to make up the time missed during the holiday.

Examples of unexcused absences include:

- Vacations
- Attendance of a wedding where the student is not a member of the wedding party
- Work obligations
- Routine medical and dental checkups

If a student has a medical condition that necessitates missing clinical experience time for follow-up appointments, the student must contact the Office of Disability Support Services to receive accommodation.

All no-call no-shows to a clinical experience site will result in failure of the clinical experience. Any unexcused absences may result in repercussions up to and including failure of the clinical experience. All absence hours are required to be made up at the discretion of the clinical instructor. Students are expected to be present and ready to start at the location and time set by their clinical instructor. Tardiness (even one minute late) is considered unprofessional and is not acceptable in the clinical experience setting. Tardiness is required to be reported to the OCE by the student. Tardiness of 15 minutes or more may result in consequences up to and including failure of the clinical experience. Repeated tardiness of any length may result in consequences up to and including failure of the clinical experience.

Student requests to clinical instructors to not report absences or tardiness to the Office of Clinical Education will result in failure of the rotation.

All absences during regularly scheduled hours must be requested in advance and approved by the clinical instructor.

- Clinical hours missed due to site holidays may be made up at the discretion of the clinical instructor.
- The format for make-up hours will be dictated by the clinical instructor and may include time on weekends, evenings and/or additional projects.

Inclement Weather

- In the event of inclement weather conditions, the student should contact the clinical instructor to determine the need for reporting to the site and to develop a plan to make up any missed hours. This absence needs to be documented in CORE ELMS.

Emergency Situations

- In case of an emergency, the student physical therapist must contact the clinical instructor as

soon as the opportunity presents itself. The student will discuss with the clinical instructor a plan to make up the hours. This absence needs to be documented in CORE ELMS.

Assessment of Student Performance

Clinical Instructor Midpoint Evaluation using the CPI.

The CPI is a standardized tool used by clinical instructors to assess student performance during clinical experiences across multiple domains including professional practice and patient management. The CPI is a copyrighted instrument of the American Physical Therapy Association (APTA). Posting this document in public areas is not permitted. Please refer to the following website for further information: https://www.apta.org/PTCPI/ . This tool requires the CI and student to participate in training and setting up an account, both at no cost.

- The CI completes an online CPI at midpoint and verbally reviews the evaluation with the student.
- CIs who have noted a student deficiency should have students develop a Remediation plan for improvement. This plan should be reviewed and approved by the OCE and the CI. The student must actively demonstrate an attempt to correct deficiencies or address the plan before the end of the rotation.
- The CI should notify the OCE of compelling student deficiencies with a critical incident report in CORE ELMs in addition to noting them in the midpoint CPI.
- CIs will evaluate students based on criteria listed on CPI and based on the student performance.
- Students must achieve benchmarks on CPI of Advanced Beginner for PHTH 648, Intermediate for PHTH 668, and Entry Level for PHTH 688 to pass the experience.
- CIs will verbally review the evaluation with the student.
- If student earns a rating below the benchmark for that experience, the OCE should be contacted. The CI is encouraged to provide additional recommendations on the CPI to help guide the remediation process.
- Students who do not earn the required benchmark level on the CPI for any LTCE can choose to remediate. Please see the remediation policy below.
- Students will complete the CPI at the midpoint and the final of each LTCE. Training must be completed before gaining access to the assessment tool. There is no cost for the training. Follow this link **https://www.apta.org/PTCPI/.** Each evaluation should be reviewed with the CI and discrepancies between clinical instructor and student scoring should be discussed. Each evaluation will be reviewed by the OCE to address any noteworthy issues. The mid-point evaluation communication should be viewed as formative; students should be professional and willing to provide and receive constructive feedback to and from their CI and sites.
- Students with concerns at any point in their clinical experience are encouraged to reach out directly to the OCE in person, by phone, or by email. All such communications are completely confidential and will not be shared with the CI/Site.
- The CI completes an online CPI at midpoint and verbally reviews the evaluation with the student.
- The CI who have noted a student deficiency should have students develop a learning contract for

improvement. This plan should be reviewed and approved by the OCE and the CI. The student must actively demonstrate an attempt to correct deficiencies or address the plan before the end of the rotation.

- The CI should notify the OCE of compelling student deficiencies with a critical incident report in CORE ELMs in addition to noting them in the midpoint CPI.
- Expedient reporting ensures sufficient opportunity for students' remediation prior to end of rotation.

Importance of Midpoint Evaluation:

- Allows for student reflection on strengths and areas requiring improvement.
- Provides time to make improvements.
- Promotes open discussion on the student's progress and performance.
- Provides written documentation of any deficiencies that could result in a No-Pass grade.

CI Final Evaluation using the CPI.

- CIs will evaluate students based on criteria listed on CPI and recommend a grade of Pass or No Pass based on the student performance.
- Students must achieved benchmarks on CPI of Advanced Beginner for PHTH 648, Intermediate for PHTH 668, and Entry Level for PHTH 688 to receive a Pass grade.
- CIs will verbally review the evaluation with the student.
- If CI recommends a grade of No Pass, The OCE should be contacted. The CI is encouraged to provide additional recommendations on the CPI to help guide the remediation process.
- Students who do not receive a grade of Pass for any LTCE can choose to remediate. Please see the remediation policy below.

Importance of the Final Evaluation

- The CI's final CPI is a critical element of the student's final grade.

Student Self Evaluation

- Students will complete the CPI at the midpoint and the final of each LTCE. Training must be completed before gaining access to the assessment tool. There is no cost for the training. Follow this link **https://www.apta.org/PTCPI/.** Each evaluation should be reviewed with the CI and discrepancies should be discussed. Each evaluation will be reviewed by the OCE to address any noteworthy issues. The mid-point evaluation communication should be viewed as formative and students should be professional and utilize constructive feedback to their CI and sites.
- Students with concerns at any point in their rotation experience are encouraged to reach out directly to OCE in person, by phone, or by email. All such communications are completely confidential and will not be shared with the CI/Site.

ALL students must show **entry-level performance on each of the 12 components of the CPIs** by the end of the clinical education series. If there is no opportunity or minimal opportunity to work on a certain skill, then an additional clinical experience or an extension of a clinical experience will need to occur.

Remediation of Clinical Education Experiences

Remediation is initiated when the student's clinical instructor, Site Coordinator of Clinical Education (SCCE), or Director of Clinical Education identifies a student who is at risk for not passing a clinical education course (e.g., CPI evaluation, documented critical incident). Remediation is intended to address the specific performance and/or

professional concerns.

The student is required to complete the remediation plan and earn a Pass (P) grade before progressing to the next clinical education course (PHTH 648, PHTH 668) in the curriculum or graduating from the program (PHTH 688). Students not demonstrating performance or professional competence will earn a No Pass (NP) grade for the course. Students are allowed to complete one remediation in the long-term clinical education course series.

For course grade, academic policy, and progression appeals policies, please refer to the *Manchester University Professional Program Bulletin*

Please refer to the specific syllabus for each experience for further information on assessment and expectations of performance for each rotation.

- Students will be assessed using the ICE Student Evaluation located in CORE ELMs. This form will measure the students in the affective domain of communication and professionalism.
- Reflection assignments for directed learning opportunities assigned by the course instructor for each week in each course that has an embedded ICE component.

Clinical Experience/Clinical Instruction Assessment
Students will complete *the Student Evaluation of Site/ Clinical Instructor* (appendix) at the end of each clinical experience. The information obtained from these assessments will be tracked by the DCE for assessment of the clinical experience and instruction. Information about the clinical experience (not the clinical instruction) will be available for review by future students to engage in ranking preferences for assignment) at the end of each clinical experience. The information obtained from these assessments will be tracked by the DCE for assessment of the clinical experience and instruction. Information about the clinical experience (not the clinical instruction) will be available for review by future students to engage in ranking preferences for assignment.

Director of Clinical Education/Associate Director of Clinical Education Assessment

The DCE will be assessed by multiple individuals participating in the educational process. On an annual basis, the respective individuals will complete the following assessment forms:

- CI and/or SCCE will complete the Clinical Instructor Survey.
- Students will complete the Student Evaluation of Director of Clinical Education and Office of Clinical Education.

Site-Specific Assignments

Each site or clinical instructor reserves the right to add additional requirements, assignments, policies and/or procedures while a student is completing a rotation at their facility/ies. It is ultimately the student's responsibility to communicate with their clinical instructor about any such requirements and be in compliance with them.

Dismissal from a Site

The CI and/or site reserves the right to dismiss any student physical therapist from the premise if the student is believed to be potentially harmful to patients or violates policies and/or procedures of the site.

- If, for any reason, a student physical therapist is dismissed from a facility/site, the OCE must be notified immediately.
- Any dismissal may result in submission to the Academic and Professional Conduct Committee.
- Dismissal will result in a grade of No Pass for that experience.
- OCE, and the Office of Academic Affairs (OAA) will meet to discuss a course of action within five business days.
- A faculty member of the OCE will discuss each dismissal with a faculty member of OAA and propose a course of action within five business days.
- Appealing the Clinical Grade

For course grade, academic policy, and progression appeals policies, please refer to the *Manchester University Professional Program Bulletin*

- Discuss the situation and the earned grade with the DCE responsible for the clinical education evaluation.
- Following the conversation with the DCE, the student has the right to appeal a No Pass recommendation per the appeal policy in the student handbook.

PROFESSIONAL APPEARANCE

Student physical therapists will be recognized by patients and professionals as both a representative of Manchester University and the profession of Physical Therapy. Therefore, students are expected to conduct themselves in a courteous and professional manner and to dress professionally while at a Physical Therapy practice site.

Compliance with the list below is an expectation of every student while on rotation. However, a clinical instructor may require an alternate dress code for their specific rotation (e.g., surgical scrubs). In such cases, students must comply with such requirements.

- Student physical therapists must maintain good hygiene and wear a Manchester University student name tag. Name tags will be worn for all rotation activities. If the rotation site requires its own name tag, students will be expected to wear both name tags unless otherwise instructed by the OCE or the CI at the site.

- Student physical therapists must refrain from wearing perfume, cologne or strong-smelling creams and lotions while at the practice site. This includes essential oils. Appropriate student physical therapist attire includes skirts, dresses, or slacks worn with a blouse or collared shirt. Jeans, capris, shorts, miniskirts, T-shirts, jogging suits, leggings, revealing clothing (such as low-cut, sheer, or see-through materials), hats, caps, etc., are considered inappropriate dress and are not allowed. This policy item does not apply to head coverings considered as a part of religious or cultural dress.
- Open-toed shoes are inappropriate and are not permitted.

- Specific sites may vary from this policy. It is expected that the student will adhere to the dress code at that site.

COMPENSATION AND CONFLICT OF INTEREST

The following are guidelines regarding compensation and/or employment during rotations. The Office of Clinical

Education and/or the assigned clinical instructor reserve the right to change the site assignment if the possibility of a conflict of interest exists.

- A student physical therapist shall not, under any circumstance, receive financial compensation from an experiential site for participating in a clinical experience at that site.
- A student physical therapist shall not seek free medical advice or treatment for self or family members through medical staff or other personnel at their assigned sites while on a clinical experience; nor shall they ask for a discount to purchase goods or services. It is, however, acceptable to utilize discounts if they are provided by the site and are not requested/solicited by the student.
- A student physical therapist may not have a first-degree close relative (parent, sibling, cousin, uncle, aunt, or grandparent) as a clinical instructor.
- A student physical therapist may not participate in a clinical experience where he/she is currently working.
- A student physical therapist may not select a site or clinical experience where their primary clinical instructor is also their employment supervisor.

Transportation and Other Financial Obligations

All financial obligations associated with clinical education and mandatory meetings are the responsibility of the student physical therapist. These responsibilities may include transportation, parking, food, lodging, and any other incidental costs related to off-campus assignments.

Complaints

Manchester University and the Doctor of Physical Therapy Program have established, implemented, and maintained a student complaint procedure. Any person may file a formal written complaint to the Manchester University College of Pharmacy, Natural and Health Sciences regarding its Doctor of Physical Therapy Program.

Complaints may also include, but are not limited to, clinical education policies, grading issues, inappropriate student or clinical instructor conduct or failure to comply with University or College policies.

Student Physical Therapists on rotation may utilize the CORE ELMS Incident Report function to contact the Office of Clinical Education with regards to any issues or complaints while on rotation.

Filing a Complaint to CAPTE

Physical therapy education programs in the United States are accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), which works in conjunction with the American Physical Therapy Association (APTA) to maintain the standards of the profession. Students, parents, patients, faculty, and other stakeholders may file a complaint regarding the DPT Program to the APTA to

report a wrongdoing or a concern that directly involves student rights and privileges, patient/client rights and privileges, and public safety. To contact CAPTE, call (703) 706-3245 or (703) 683-6748 (TDD) or email accreditation@apta.org. All complaints should be followed up by a written letter of complaint that is signed and dated. Submit complaints to the Department of Accreditation, APTA, 3030 Potomac Ave., Suite 100, Alexandria, VA 22305-3085. CAPTE acts on these types of complaints at its next regularly scheduled meeting following receipt of the complaint.

Clinical Instructor Feedback to the Office of Clinical Education

Clinical Instructors provide formal feedback regarding Manchester University's Doctor of Physical Therapy Experiential Learning Program through annual clinical instructor surveys. The Clinical Instructor Survey is administered annually. Clinical instructors are encouraged to provide additional feedback to any member of the department at any time.

Accident Reporting

If a student physical therapist experiences an accident while on rotation (e.g., needle stick or biohazard exposure or a fall), the following steps must be taken:

- Contact the clinical instructor immediately and determine what procedures or treatment exist at that site to provide the necessary medical attention.
- The student should follow the site protocol to address the issue. The student will be responsible for any costs associated with treatment.
- The Office of Clinical Education shall be informed as soon as possible about all accident situations via phone at (260-470-2715) and documentation should be uploaded to CORE ELMS.

Sexual Harassment

Manchester University is an institution of higher learning that respects the infinite worth of every individual and graduates persons of ability and conviction who draw upon their education and faith to lead principled, productive, and compassionate lives that improve the human condition. As such, Manchester University does not discriminate based on sex and is committed to providing an educational environment free from sex discrimination.

As a recipient of federal funding, the University is required to comply with Title IX of the Higher Education Amendments Act of 1972, 10 U. S. C. § 1681 et seq. (Title IX). Title IX is a federal civil rights law that prohibits discrimination on the bases of sex – including pregnancy and Sexual Misconduct – in educational programs and activities. Title IX's sex discrimination prohibition extends to claims of discrimination based on gender identity or failure to conform to stereotypical notions of masculinity or femininity.

More information on Sexual Harassment and how to report it can be found on the Manchester University Title IX website.

Cell Phone and Other Electronic Devices Policy

The use of cell phones and other electronic devices for personal phone calls, text messaging or web surfing during a clinical experience is not allowed. Each site may have an individual policy on the use of cell phones and electronic devices for drug information and other patient care-related activities. Students are to follow the policies of each site in accordance with the directions of their clinical instructor in regard to use of electronic devices.

Assistance for Students with Disability

All accommodation requests must be made as outlined in the DPT Program Student Handbook under the section *Americans with Disabilities Act (ADA) and Students with Disabilities*. Please note that although accommodations may be granted dependent on the specific disability, accommodations during clinical experiences are often limited.

Substance Abuse

It is the policy of the University and College of Pharmacy and Natural and Health Sciences to provide a drug-free, healthy, safe and secure educational environment. Employees and students are required and expected to report to their place of work, class or student activities in appropriate mental and physical condition to meet the requirements and expectations of their respective roles.

The University and the College prohibits the unlawful and unauthorized manufacture, distribution, dispensation, possession, or use of narcotics, drugs, or other controlled substances, or alcohol in the educational setting. "Unlawful" for these purposes means in violation of federal, state, or local regulations, policy, procedures, and rules, as well as legal statutes. "Educational setting" means University or College-operated buildings and grounds or while conducting University or College business away from the University or College premises, including experiential or service-learning sites.

Substance abuse is a violation of the DPT Program Honor Code and will warrant the completion of an Honor Code complaint form by any student, faculty member, staff member, or clinical instructor. Please refer to the DPT Program's Student Handbook for further detail.

Academic Integrity

Academic integrity consists of six violation categories: cheating, plagiarism, facilitating academic dishonesty, abuse of academic materials, stealing, and lying. Please refer to the DPT Program's Student Handbook for further detail.

Confidentiality of Student Information

As affiliates of the Manchester University DPT Program, clinical instructors must comply with the Family Educational Rights and Privacy Act (FERPA) by keeping all matters related to student performance and evaluation confidential. Student performance is considered an educational record. Communication of the contents of a student evaluation by the clinical instructor to anyone other than members of the

Office of Clinical Education is considered a violation of FERPA and may result in a termination of the clinical instructor's relationship with the College. Clinical instructors must be aware of and operate within the boundaries of FERPA.

APPENDIX A

American Physical Therapy Association

Code of Ethics

https://www.apta.org/apta-and-you/leadership-and-governance/policies/code-of-ethics-for-the-physical-therapist

Standards of Practice

http://www.apta.org/uploadedFiles/APTAorg/About_Us/Policies/HOD/Practice/Standards.pdf

Indiana Physical Therapy Practice Act – Laws and Rules

https://inapta.org/wp-content/uploads/2019/09/IN-Physical-Therapy-Rules.pdf

APPENDIX B

Clinical Forms:

Student Data Sheet

Student Weekly Planning Form

Critical Incident Report

DPT Program Student Learning Contract

Remediation Plan for “At Risk Behavior”

In Service Evaluation Form

APPENDIX C

Clinical Surveys

Academic Coordinator/Director of Clinical Education (ACCE/DCE)
PERFORMANCE ASSESSMENT

CLINICAL INSTRUCTOR (CI) and
CENTER COORDINATOR OF CLINICAL EDUCATION (CCCE) SURVEYS

ACCE/DCE PERFORMANCE ASSESSMENT
STUDENT SURVEY

ACCE/DCE PERFORMANCE ASSESSMENT
FACULTY SURVEY

ACCE/DCE SELF-ASSESSMENT and
ACADEMIC ADMINISTRATOR SURVEYS