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Background

The purpose of this manual is to provide the students at the Oregon Institute of Technology (Oregon Tech) and Oregon Health and Sciences university (OHSU) Doctor of Physical Therapy (DPT) program and clinical educators an orientation to the clinical education curriculum. This information is subject to changes and revision.

Department of Physical Therapy Education Mission Statement

The mission of the Oregon Tech and OHSU DPT program is to prepare individuals to become Doctors of Physical Therapy who are competent and autonomous practitioners who possess the depth and breadth of knowledge to support the patient-centered, evidence-based practice of physical therapy. Our innovative curriculum ensures graduates develop competence in the diagnosis and treatment of patients with health or medical conditions that may affect movement and mobility. Our graduates demonstrate excellence in clinical and professional skills, independently and in collaboration with others, to advocate for and meet the needs of the patient to ensure equal access to care for all individuals. The program has the unique focus of

manages, and coordinates clinical instructor assignments and learning activities for students during their clinical education experiences. Additionally, the SCCE determines the readiness of clinicians to serve as clinical instructors, supervises clinical instructors during clinical education experiences, communicates with the academic program regarding student performance, and may complete additional training and development for clinical instructors. The SCCE acts as the intermediary between the facility, the DCE, clinical instructors, and students. The SCCE is responsible for ensuring all information from the University is given to the assigned clinical instructor.

Clinical Instructor

A Clinical Instructor (CI) is a licensed physical therapist at the clinical education site who directly instructs and supervises students during the clinical education experiences. The CI is responsible for facilitating clinical learning experiences and assessing students' performance in cognitive, psychomotor, and affective domains as related to entry-level clinical practice and academic performance expectations. CIs should focus on providing constructive feedback and relevant learning experiences to allow students sufficient opportunities to improve their skills. If a CI has concerns regarding a student's performance at any point in a clinical experience, it is the CI's responsibility to contact the DCE immediately to determine a plan of action to address the problematic areas.

The Oregon Tech and OHSU DPT program follow the American Physical Therapy Association requirements that each CI must:

1. Demonstrate clinical competence, as well as legal and ethical behaviors that meet or exceed the expectations of members of the profession of physical therapy.
2. Have a minimum of one year of clinical experience and demonstrate a desire to work with students by pursuing learning experiences to develop knowledge and skills in clinical teaching.
3. Be a licensed and competent physical therapist, demonstrating ethTQwT8d[()]t9lls in

Student

During clinical education experiences, students are expected to act as active adult learners. Students are responsible for taking advantage of learning opportunities, with the ultimate goal of becoming competent entry-level physical therapists. They will participate in ongoing self-assessment, identification of areas of strength, and reflection on areas for growth. They are expected to welcome constructive criticism without defensiveness and incorporate feedback into their clinical practice. They will maintain open communication with clinical instructors and academic faculty. Students are expected to contribute to a positive work environment and demonstrate professional behavior in all interactions with clinical staff, patients, family members, and others. Students are expected to take initiative to enhance their learning experiences and to facilitate discussions with CI. Students are also required to complete all

Basic Life Support (BLS) Certification

All students are required to provide proof of BLS certification during each clinical education course. Courses are offered through a variety of institutions, including the American Red Cross and American Heart Association.

Readiness for Clinical Education Experiences

In order to be deemed ready for full-time clinical experiences, students must have earned the minimally acceptable grade in all courses and be in good academic standing. Students may be prohibited from progressing to full-time clinical education experiences if the student is on academic probation or significant behavioral or professional issues occurred during the semester prior to the clinical education experience. If there

Functions. For admission and progression, candidates and students must be able to perform these abilities and skills in a reasonably independent manner.

Accommodations for Students with Disabilities

Students with documented disabilities who have completed the formalized process at Oregon Tech who wish to activate identified accommodations must meet with the Oregon Tech DCE as soon as accommodations are made and prior to their clinical experiences. The student must agree to release information about the accommodations to their clinical site in order to ensure that the site can meet their accommodations. Some accommodations cannot be extended to the clinical setting.

Travel Requirements

All students are expected to complete at least one rural clinical education experience. A rural area is defined as a non-urbanized area with a population of 50,000 or less that is not economically tied to a metropolitan area. Please note that some students may complete more than one rural and/or out of state experience depending on site availability and desired clinical concentration area for any given experience.

Students may sustain additional expenses during their full-time clinical education experiences for housing, parking, and/or transportation. Any additional expenses are the responsibility of the student. Students are also responsible for securing and financing transportation and living arrangements for all clinical education experiences. Some clinical sites may not be accessible by public transportation. Housing, housing assistance, and/or stipends may be provided by the facility as indicated on the site's information form. Placement of students will not be based on proximity to housing, transportation, or personal needs.

Professional Behaviors

Students are expected to conduct themselves in a professional and ethical manner consistent with the APTA's *Code of Ethics and Guidelines for Professional Conduct* as well as the Oregon Tech Code of Conduct. Students are expected to demonstrate commitment to learning throughout the clinical education experience by being punctual and prepared for each workday, accepting feedback without defensiveness, and respecting their CI, colleagues, and patients. Professional behaviors are assessed as part of standardized evaluations. Conduct (language, demeanor, attitude, dress, etc.) unbecoming a health professional and/or a student at Oregon Tech will not be tolerated. Incidents of unprofessional behavior are grounds for termination of a clinical education experience and failure of the course.

Attendance Policy During Clinical Education Experiences

Students are expected to attend the clinic during regularly scheduled hours of operation, following the schedule of their CI. This may require students be present during weekends,

evenings, and holidays. Students are expected to spend at least 36 hours but not more than 45 hours per week in clinic. Students can expect to spend an additional 8-10 hours per week outside of scheduled clinic time studying, preparing, and reviewing relevant material. Students are expected to adhere to the clinical site's inclement weather policy. If a clinic is closed for a national holiday, the student is not expected to make up this absence.

Students are expected to attend all scheduled days of their clinical experience in order to provide maximal exposure to opportunities for growth and development. In the case of emergencies or illness that results in the student being late or missing a day of clinical experience, the student will notify CI in a timely manner. It is the student's responsibility to contact the CI directly to ensure they are aware of the student's tardiness or absence. If the CI is unavailable, the student should directly contact the SCCE or other assigned contact person. Students and CIs will document any absences or lateness on their evaluation. Students will be required to make up any missed days as determined by the CI, SCCE, and/or DCE. The CI and Oregon Tech clinical education faculty can modify the student's schedule to adjust for missed clinic time if it will not interfere with other academic obligations. The CI is not required to extend the clinical education experience; thus, recurring absence or lateness could result in the student's failure to meet course requirements.

If students intend to take the National Physical Therapy Examination during a clinical rotation, they need to notify their CI at the beginning of the clinical education experience or at least 30 days in advance. Clinical sites must allow students to be absent for one day to take the National Physical Therapy Examination. Make up of this day is at the discretion of the CI and/or SCCE.

Use of Personal Electronic Devices

Students are not permitted to utilize personal electronic devices or clinical site computers for personal use during clinical education experiences. Students are expected to abide by all additional policies of an individual clinical rotation site. Students are prohibited from engaging in social networking with their CI, SCCE, other clinical staff, or patients at the assigned clinical site while they are completing their clinical education experience at the site. See the Oregon Tech and OHSU Department of Physical Therapy Education Student Handbook/Policy and Procedure Manual for additional information.

Dress Code

During clinical education experiences, students are expected to maintain a clean and professional appearance and ensure the safety of the student and patient. Students are expected to wear casual professional attire or abide by the dress code standards of the clinical facility. Some clinical sites may require specific uniforms and students are expected to procure these at their own expense. Hair and facial hair must be clean and controlled as needed in order to not interfere with patient care. Nails are to be kept clean and short (should not extend past the tip of the finger). Acrylic nails are not acceptable. Out of consideration for those who are environmentally sensitive, strongly scented personal products should not be used. See the Oregon Tech and OHSU Department of Physical Therapy Education Student Handbook/Policy and Procedure Manual for additional information.

Clinical Education Site Cancellation

If a clinical education site cancels a scheduled clinical education experience, the DCE will review with the student his or her interests, previous and upcoming clinical education experiences, and available sites remaining for the specific clinical education experience timeframe. The clinical education faculty will make all efforts to replace the student's clinical education site as soon as possible, contacting additional sites as appropriate. Oregon Tech clinical education faculty cannot guarantee the replacement clinical site will be in the same geographical location or the setting type of the cancelled site. Students should be prepared to travel or commute as necessary.

Confidentiality Policy

To ensure that all students are aware of regulations for confidentiality of personal health information, students are required to complete annual HIPAA training and earn a passing grade on the examination to participate in clinical education. Every student must protect patient confidentiality and is not to discuss the patient/patient condition outside the clinical setting. Patient information may be copied or shared with others only for educational purposes as authorized by a supervising therapist and in these cases all patient identifiers must be removed. The disclosure of patient information without authorization will result in disciplinary action.

Distribution of Student Information to Clinical Education Sites

After receiving the returned site request forms from the clinical site, the intent to use reserved clinical placements will be communicated to the site. An offer to send an updated clinical education manual will be sent to sites when a student is assigned and annually when slot request forms are sent. Specific student information

Patient Rights to Refuse Treatment by a Student

Students are required to inform patients/clients that they are student physical therapists. Patients/clients have the right to refuse physical therapy services provided by a student, including observation of treatments, and these requests must be honored by the student and the CI.

Site Placement

The process of assigning students to clinical sites is as follows:

1. Clinical Site Request letters will be sent to affiliated clinics each March, on the APTA national mailing date.
2. Based on return, the Oregon Tech clinical education faculty will reserve clinical site's offers, to include a diversity of settings and locations.
3. At the appropriate time during the academic year, students will be instructed to review the available sites and select their top 10 choices. Students are encouraged to review clinical site information forms as well as Student Evaluations of Clinical Experience forms when selecting their choices. Students are encouraged to meet with their faculty advisor or DCE to receive guidance for site selection.
4. Students are given a deadline to provide the DCE with their placement requests. After the deadline, a lottery system is used to match students to sites.
5. Students wishing to be placed at a first-come/first-

Incident Reports

Incident reports can be used to document a series of problematic behaviors. They include information on the background of the situation, the concerning behaviors, and potential consequences of those behaviors. An incident report is completed by the CI or SCCE and reviewed with the student and DCE.

Learning Contracts

A student who is having sustained difficulty with behaviors

Appendix A: Weekly Planning Form

Summarize the patient population you have seen:

Summarize your workload (number of treatments/evaluations, patient complexity, level of supervision):

Describe skills that were developed this week:

Reflect on areas that need improvement:

Write at least 1 goal each for cognitive, psychomotor, and affective domains for the upcoming week:

1.

2.

3.

Things that will facilitate my learning:

	More supervision		More positive feedback
	Less supervision		More constructive feedback
	More feedback during treatment session		More feedback after the treatment session
	More time for my CI to explain things to me		Additional learning experiences

Appendix B: Critical Incident Report

Appendix C: Student Evaluation Form

Name of Clinical Site:

Address:

Clinical Experience:

1. Specify the number of weeks for each applicable clinical experience/rotation:

	Acute Care/Inpatient Hospital		Acute Rehab
	Ambulatory Care/Outpatient		Subacute Rehab
	Nursing Home/SNF		School
	Occupational Health Facility		Other:

2. Did you receive information from the clinical facility prior to your arrival? Yes No
3. Did you receive on-site orientation? Yes No
4. Did the on-site orientation provide you with an awareness of the Yes No
5. information and resources that you would need for the experience?
6. What else could have been provided during the orientation?

Use the following 4-

9. During this experience, describe the frequency of time staff (CI, SCCE, clinicians) spent maintaining an environment conducive to professional practice and growth using the above 4-point scale:

Providing a helpful and supportive attitude for your role as a PT student	
Providing effective role models for problem solving, communication, and teamwork	
Demonstrating high morale and harmonious working relationships	
Adhering to ethical codes and legal statutes and standards (Medicare, HIPAA, informed consent, APTA Code of Ethics, etc.)	
Being sensitive to individual differences (race, age, ethnicity, etc.)	
Using evidence to support clinical practice.	
Being involved in professional development (continuing education, inservices, journal clubs, etc.)	
Being involved in district, state, regional, and/or national professional activities.	

10. What suggestions, relative to the items in question 8, could you offer to improve the environment for professional practice and growth?
11. Were there other students at this clinical facility during your clinical experience? (Check all that apply)
- Physical therapist students
 - Physical therapist assistant students
 - Students from other disciplines or service departments (Please specify)
12. Identify the ratio of students to CIs for your clinical education experience:
- 1 student to 1 CI
 - 1 student to greater than 1 CI
 - Greater than 1 student to 1 CI
13. How did the clinical supervision ration in Question 11 influence your learning experience?
14. In addition to patient/client management, what other learning experiences did you participate in during this clinical education experience? Check all that apply.
- Attended inservices/educational programs
 - Presented an inservice
 - Attended special clinics
 - Attended team meetings/conferences/grand rounds
 - Directed and supervised physical therapist assistants and other support personnel
 - Observed surgery
 - Participated in administrative and business practice management
 - Participated in collaborative treatment with other disciplines to provide patient/client care (please specify disciplines)
 - Participated in service learning
 - Participated in wellness/health promotion/screening programs
 - Other, please specify

15. Please provide any logistical suggestions for this location that may be helpful to students in the future (housing, food, parking, costs, name of resources, etc.)
16. Overall, how would you assess this clinical experience? (Check only one)
- Excellent clinical learning experience; would not hesitate to recommend this site to another student.
 - Time well spent, would recommend this clinical education site to another student.
 - Some good learning experiences, but student program needs further development.
 - Student clinical education program is not adequately developed at this time.
17. What specific qualities or skills do you believe a physical therapist student should have to function successfully at this clinical education site?
18. During this clinical education experience, were you exposed to content not included in your previous DPT academic preparation? Please describe.
19. What suggestions would you offer to future physical therapist students to improve this clinical education experience?
20. What do you believe were the strengths of your physical therapist academic preparation and/or coursework for this clinical education experience?
21. What curricular suggestions do you have that would have prepared you better for this clinical education experience?

5. What could your CI and/or other staff have done differently to contribute to your learning?

Modified from APTA's *Physical Therapist Student Evaluation: Clinical Experience and Clinical Instruction*.