

## Doctor of Physical Therapy Program Clinical Education Manual

### **Mission Statement**

The A.T. Still University Doctor of Physical Therapy Program is committed to educating highly competent and professional entry level physical therapists who are dedicated to clinical excellence, whole person health care, cultural competence, critical inquiry, and lifelong learning.

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## **Introduction**

The purpose of this manual is to provide the Doctor of Physical Therapy (DPT) students at A.T. Still University (ATSU), Arizona School of Health Sciences (ASHS) and the clinical education faculty have an orientation to the clinical education curriculum. This includes, but is not limited to, the philosophy, the principles under which it has been and continues to be developed, and the policies under which it is administered. This information is subject to changes and revisions.

## **Physical Therapy Program Philosophy**

The faculty of the Doctor of Physical Therapy Program affirm the mission and values of A.T. Still University. We believe in whole-person healthcare that enables individuals to achieve optimal health. We believe physical therapists are uniquely qualified practitioners for the diagnosis of, intervention for, and prevention of impairments, activity limitations, and participation restrictions related to movement, function, and health.

We strive to graduate autonomous practitioners who value life-long learning and demonstrate expertise in clinical reasoning and critical appraisal of evolving knowledge to provide high quality services to individuals across the continuum of care and lifespan in a dynamic healthcare system.

We believe in providing a rigorous learner-centered curriculum that emphasizes a hands-on approach to patient/client management and incorporates critical inquiry, cultural competence, service-learning, and interprofessional collaboration.

## **Clinical Education Philosophy**

The clinical education philosophy of the Doctor of Physical Therapy Program is founded on the belief that clinical education is an integral part of the physical therapy curriculum. The clinical environment allows the student the best opportunity to integrate didactic knowledge and develop skills necessary for safe and effective physical therapist practice. Clinical faculty serves as the primary role models for professional attitudes and behaviors for the student while the student is participating in clinical education. A wide variety of clinical settings allows the student to experience the spectrum of physical therapy practice throughout the curriculum. Clinical education also allows for professional growth and development of clinical faculty, as well as promoting enrichment within the profession.

## **Clinical Education Mission Statement**

The Doctor of Physical Therapy Clinical Education Program provides diversity in quality clinical education experiences. Students are expected to participate in experiences that involve interprofessional collaboration, the underserved, and rural populations. The diverse experiences develop competent physical therapists who will graduate with the knowledge of providing compassionate and quality whole-person healthcare to the public.

## **ATSU Physical Therapy Technical Standards**

The Department of Physical Therapy has established technical standards for the admission, retention, and graduation of students in its program. These standards may be found in the ATSU University Catalog and on the PT Student Center in Canvas.

## **Clinical Education Curriculum Overview**

As a requirement for graduation, students are to successfully complete:

- One-4 week full-time clinical education experience after the completion of their first year of didactic coursework.
- Integrated clinical education (ICE) experiences during the first and second year of the curriculum.
- A breadth and depth of clinical settings during three-10 week terminal full-time clinical education experiences.
  - One clinical experience classified as outpatient orthopedics.
  - One clinical experience classified as rehabilitation (outpatient neuro rehab, skilled nursing facility, inpatient rehab facility, pediatrics (inpatient/outpatient), home health, ortho/outpatient rehab mix, professional sports/EXOS)
  - One clinical experience classified as inpatient (skilled nursing facility, inpatient rehab facility, hospital - acute care, etc)

## Goals and Objectives of Clinical Education

Clinical education will provide the student with opportunities within the clinical setting to:

- Practice and develop the competencies necessary for the safe and effective practice of physical therapy.
- Plan and implement comprehensive patient care programs by applying the scientific principles underlying each treatment component.
- Apply and practice critical thinking, communication skills and social skills in various clinical environments.
- Coordinate patient care activities with other health care professionals and supportive personnel.
- Identify and practice the physical therapy principles of ethical conduct and standards of professional practice.
- Practice self-directed learning and experience professional growth.

Clinical Education objectives are specific to each clinical education experience and are included in the respective syllabi (see Canvas).

## Student Clinical Education Experience Selection Process

Students are expected to carefully consider their clinical experience requests and select from our established clinical education sites. The DPT program has many clinical affiliations from which to choose. Students access clinical education site information through EXXAT to determine specific interests for their clinical placement requests. Students should expect to be placed at clinical education sites where experiences are available including affiliations located outside of the Phoenix metropolitan area, in rural areas, and underserved communities throughout the state of Arizona aligned with our mission. All students, whether completing an experience in state or out of state, should expect one-way commuting time of up to 1.5 hours.

Prior to clinical requests and assignments, the student must review the Clinical Education Manual and complete the attestation quiz that is located in Canvas, this will occur on an annual basis.

### Full-Time Clinical Experiences

#### *In area*

For students wishing to remain in the greater Phoenix area for their summer or any terminal experience they will complete a wishlist in EXXAT after the clinical education team has published the offers from the March 1st request process. That wishlist will then be used to pair the student to an available offer for that clinical experience. The student should be prepared to be paired to any site on their wishlist or even a site off of their wishlist.

#### *In Area Applications*

Some clinical partners request a specific application process in order for a student to be considered for a clinical experience at their site. If a student is interested in any of these clinical sites for a terminal clinical experience they need to submit the materials for those applications based on the instructions outlined below (list is subject to change based on changes in site's requirements).

### In Area Application Sites

#### *Out of area*

For students wishing to complete the summer or a terminal clinical experience out of the greater Phoenix area or out of state they will complete a wish list prior to the March 1st request date via an assignment in Canvas. The student should come prepared to their clinical education advisor meeting with a list of sites from Exxat. In a circumstance where the student is searching the map of affiliation in Exxat and no sites are found in an area the student should look for sites in that location from the table below. The table below includes clinical partners that have sites nationwide. Not all of the sites at these clinical partners have been entered into Exxat.

### Nationwide Group Sites

If the Co-DCE reaches out to that site on behalf of the student to request a clinical experience the student should expect the possibility of going to that site for that clinical experience. The student should only have sites on their wish list they are 100% committed to attending if the site has availability. In the circumstance that the sites on the student's out of area wish lists are not able to offer a clinical experience the Co-DCE will inform the student so plans can be made to pair a student with other available offers.

If an out of area site is not established, placement is not confirmed or cancellation occurs *two weeks* prior to the clinical experience start date, the student should be prepared to return to Arizona to complete their clinical experience at an established clinical site.

#### *Out of area applications*

Some clinical partners request a specific application process in order for a student to be considered for a clinical experience at their site. This information will be outlined in the clinical education database system, so the student and Co-DCE can facilitate that process in the creation of the student's out of area wishlist.

#### *Request of new clinical partner*

If there is a lack of clinical partner availability in a given geographic area the student can discuss with their Co-DCE the request for a new clinical partner. This is limited to two sites per year. That request will be taken into consideration by the clinical team and the site will be vetted as appropriate.

#### *Post March 1st Process*

On March 1st, the clinical team will reach out to clinical partners to request their ability to take students in the following calendar year. After March 1st, it is the clinical team's procedure to not alter a student's wishlist unless the student's circumstances change that would cause undue hardship to complete a clinical experience in that area and/or none of the sites on the student's wish list are able to accommodate our request for placement. If either of those circumstances occur the student will work with their Co-DCE to determine sites in a new geographic area.

Clinical education experience days and hours are site- and clinical instructor-dependent. Students are required to follow the clinical instructors' schedule, which may include Saturday and Sundays. If there are circumstances which may limit the ability to complete a clinical education experience encompassing weekend hours, the student must bring this to the attention of the Co-DCE prior to the clinical experience selection process.

Once clinical requests are assigned, changes are made only in circumstances of hardship. Any student wishing to request a change to an assigned clinical placement must submit the request in writing with details of hardship circumstances. A review panel consisting of the Co-DCEs and one additional faculty member will review the request and inform the student of the final decision. A student who declines an assigned clinical education experience following a request denial will receive a course failure. A consequence of declining an assigned clinical education experience can result in delayed graduation.

A request for a clinical placement with a site not in Exxat is considered only upon exceptional circumstances. The Co-DCEs will review the request and make the final decision regarding the development of a new clinical education site. Students are **not** allowed to contact clinical entities (e.g. clinical education sites, clinical instructors, other DPT programs) to secure clinical placements or observational experiences without **written** permission from the Co-DCE.

Students should refer to **Appendix E: Policy # 20-106 – Clinical Education Site Contact** for further information regarding the policy and procedures related to contacting clinical entities.

## Criteria for Physical Therapy Clinical Education Sites

The Co-DCEs, via telecommunication or site visit, will discuss clinical education with the site to identify if the site meets the following criteria. The Co-DCEs acknowledge that prospective sites may not meet all criteria listed; however, they will identify if the site has a plan for development of specific criteria or assist in the development process. The clinical education site should:

- Project a clinical education curriculum that encompasses a philosophy and objectives that are compatible, although not necessarily identical, with those of the ASHS DPT Program.
- Employ physical therapy staff who practice ethically and legally.
- Commit to the principle of equal opportunity and affirmative action as required by federal legislation.
- Provide a variety of learning experiences appropriate to the setting available to the students.
- Foster an active, stimulating environment appropriate for the learning needs of the students.
- Provide opportunities to work with selective support services.
- Identify roles of physical therapy personnel clearly.
- Employ an adequate number of physical therapy staff for the student education program.
- Identify clinical instructors based on guidelines put forth by the American Physical Therapy Association (APTA) and by the ASHS DPT Program. These criteria are outlined in the next section.
- Encourage clinical educator training and development.
- Provide active staff development program opportunities.
- Promote involvement in professional activities by physical therapy staff.
- Complete routine evaluation of own internal processes and is receptive to procedures of review and audit approved by appropriate external agencies and consumers.

### Responsibilities and Characteristics of the Clinical Instructor (CI)

The clinical instructor must be a licensed Physical Therapist in good standing and must:

- Demonstrate clinical competence, professional skills and ethical behavior in clinical practice.
- Have a minimum of one year of experience (two years preferred) and demonstrate an active interest in working with students and assisting in their learning.
- Be employed by an ASHS DPT program affiliated clinical education site.
- Demonstrate a commitment to the clinical education of an ASHS Doctor of Physical Therapy student.
- Demonstrate effective evaluation skills including use of the Clinical Performance Instrument (CPI) and other clinical performance assessment tools.
- Demonstrate effective communication and interpersonal skills with all individuals including but not limited to: patients, colleagues, students and the academic program's DCEs.
- Demonstrate effective and appropriate student supervisory and teaching skills.
- Abide by all program policies of student evaluation, assessment and confidentiality as an appointed member of the faculty.
- Complete all documentation for students' clinical education experiences, including written and/or online evaluations.

The clinical instructor should also:

- Participate in in-services or training to become familiar with the clinical education curriculum, the facility's clinical education objectives, and policies and procedures regarding student clinical education experiences.
- Participate in continuing education and in-services for continued professional growth.
- Assist Site Coordinator of Clinical Education (SCCE) with assessment of student concerns, planning and implementing learning experiences and continued development of clinical education curriculum.

Clinical instructors are encouraged to complete the American Physical Therapy Association (APTA) Credentialed Clinical Instructor Program (CCIP), Level I and Level II, and/or other formal training related to clinical education.

## Student Responsibilities

For the duration of *each* clinical education experience, the student becomes a member of the clinical education site in which they are assigned. As such, **the student is expected to:**

- Be responsible for abiding by all policies, procedures and regulations of the clinical education site.
- Participate in all activities that would be required of a staff physical therapist in the clinical education site under the supervision of a licensed physical therapist.
- Conform to the work schedules of the clinical education site and clinical instructor, including early start times, late end times, and weekend hours.
- Devote full-time effort to the clinical education experience.
- Arrange for one's own transportation, room and board.
  - Housing resource: <https://shareyournest2021.wordpress.com/>
- Complete any additional course requirements *required* by the clinical education site.
- Complete additional reading or research outside the clinic hours as assigned by the SCCE or CI.
- Accept the responsibility for their learning experience, which includes taking the initiative to discuss mutual objectives or concerns with the SCCE or CI.
- Accept the role as a professional representative from the university and of the profession.
- Demonstrate appropriate steps towards conflict resolution as outlined in the conflict resolution procedure.
- Complete all assignments as outlined in the course syllabus.
- Have appropriate transportation that allows travel to clinical education experiences, potentially up to one and a half hours away, and based on the schedule of the assigned CI.

## Clinical Education Site and Clinical Instructor Responsibilities

**The Clinical Education Site and Clinical Instructor shall:**

- Comply with State and Federal labor laws and provide working conditions that will not affect the health, safety or morals of the student.
- Provide adequate supervision by a physical therapist so as not to affect the health and safety of patients.
- Furnish the student with opportunities for the minimum number of hours agreed upon for the clinical learning experience.
- Orient the student to the facility, staff, and the site policies, at the beginning of the clinical education experience. Provide the student with any needed documents outlining the site policies, procedures and practices.
- Notify the Co-DCEs of injury occurring at the clinical practice setting, and provide first aid treatment as required of the situation.
- Maintain confidentiality among student matters, involving only the appropriate parties as necessary.
- Advise Co-DCEs, at least by midterm, of any serious deficiencies noted of an assigned student to progress toward achievement of the stated objectives of the clinical education experience.
- Have the right to terminate any student for just cause after conferring with the Co-DCEs.
- Advise the Co-DCEs of any change in personnel, operation or policies that may affect a clinical education experience.
- Demonstrate effective supervisory skills and provide the overall supervision of the student in clinical education. Supervision of the student is completed by the assigned CI(s).
- Complete all required paperwork for assessment of student clinical performance.
- Complete a survey, provided by the Co-DCEs, assessing the DPT program's clinical education program and Co-DCEs.

**The Site Coordinator of Clinical Education (SCCE) shall:**

- Communicate appropriately with the academic program's Co-DCEs with regards to an individual student's performance, the academic program or the clinical education program.
- Demonstrate effective instructional skills.



- Develop and coordinate activities for the student clinical education program, including writing objectives and planning learning experiences.
- Demonstrate effective oversight of clinical education faculty.
- Abide by all ASHS DPT program policies of grading and confidentiality.
- Develop and implement a system of periodic review of the clinical education site's clinical education environment and staff involved.
- Demonstrate effective administrative and managerial skills.
- Complete all written materials requested by ASHS, including clinical education site and instructor information and, the Clinical Affiliation Agreement (if responsible for).
- Review the clinical education objectives, included in the syllabi provided by the academic program.
- Assist and support other staff members in performing their clinical education responsibilities.
- As necessary, assist the clinical instructor in the evaluation of student performance and the development of appropriate learning environment.
- Provide orientation for new clinical instructors.
- Act as a liaison with the Co-DCEs.
- Support continuing education and professional growth and development of those staff who are responsible for student supervision.
- Convey any documentation provided by the school to the supervising CI(s).

## **Directors of Clinical Education (DCE) Responsibilities**

### **The Co-DCE shall:**

- Coordinate the efforts between the physical therapy academic program and clinical education site for providing clinical education experiences to students, serving as a liaison between the DPT program and the clinical education site.
- Assist the clinical education faculty regarding student evaluations.
- Provide final determination of successful completion of student clinical education experiences.
- Be responsible for the implementation of clinical education site selection.
- Foster the development of the clinical education curriculum and faculty.
- Maintain educational records.
- Provide student with information regarding pertinent policies and procedures of the clinical education site to which they are assigned.
- Assume responsibility for assuring compliance with educational standards established by the APTA and the Commission on Accreditation of Physical Therapy Education (CAPTE).
- Notify the clinical education site of planned student assignments, as they are made, and provide necessary information regarding each student to the assigned site.
- Communication with site in the case of injury occurring at the clinical practice setting, and provide the Student Incident Report.

## **Dress Code**

### **Student Responsibilities**

- Students will adhere to the dress code of the clinical education site to which they are assigned.

### **Clinical Education Site Responsibilities**

- The clinical education site will designate the appropriate dress code and provide that information to students prior to the start of the clinical education experience.



## Attendance

- A student is required to attend all scheduled clinical days. If applicable, a student is permitted a total of three excused absences during their 3rd year upon request and with appropriate documentation. These three days include both anticipated and unexpected absences for the entire 3rd year. A missed day for taking the NPTE early is not counted in this total; However, if a student has any remaining excused absences (of the three allotted), they may take a half day off the day before the NPTE if they choose. Examples of excused absences include, funerals, family emergencies, and participation in wedding parties (event list required). The student may be required to make up any missed days by working Saturdays, Sundays, extended hours, or by extending the length of the clinical education experience. The academic program and/or the clinical education site reserves the right to require the student to complete all missed hours. The program may require the student to make up any missed days, even if the clinical education site does not. If the student misses more than three clinical days, the Co-DCE will implement appropriate steps of remediation, additional assignments, and/or grade reduction if necessary. Absences of clinical days will be remediated in the clinic as outlined below in Student Responsibilities.

### Student Responsibilities

- Anticipated absences must be communicated with the assigned Co-DCE as soon as the student becomes aware. The student must request approval of anticipated absences from the assigned Co-DCE through the PTAR Request Form, and once approved will complete an EXXAT Leave Request Form. Students must include the date(s), details and reasoning for missing; absences are recorded in half and full day increments only. Similar to the didactic portion of the program, this request will then be reviewed by a committee and the student will be notified of the decision. Requests will be reviewed twice a month; at the beginning and approximately halfway through the month (within 2 weeks). Those requests submitted by the 15th will be reviewed and a response given before the 1st of the next month. Requests submitted between the 15th and the 1st will be notified by the 15th of the following month. It is the responsibility of the student to submit their requests with enough time to be processed in advance. If the request is approved, the student will receive confirmation of approval through PTAR and the student may then request approval of the absence from the clinical site. Once a final decision is made, the student will communicate with the assigned Co-DCE the designated plan.
- Unexpected absences must be communicated to both the Co-DCE and clinical site as soon as the student is able to do so. These absences will be recorded through the EXXAT Leave Request Form.

### Academic Program Responsibilities

- The Co-DCE will monitor the attendance of students during each clinical education experience and will be available to assist the CI in determining the necessity of making up any missed clinical hours. The program will also assist the student and the clinical education site in coordinating the hours to be completed.
- A PTAR committee will meet bi-monthly to discuss clinical education absence requests and will notify students by the 1st or 15th of each month, depending on submittal date.

## Student Liability Insurance

### Student Responsibilities

- The university provides students with liability and malpractice insurance coverage during clinical education experiences. This insurance does not apply to any activity other than formal clinical education experiences scheduled by the Co-DCEs. In the event of any incident, the student must notify the CI and the Co-DCEs, prior to any legal counsel, to complete appropriate and required documentation and determine the appropriate course of action.
- We strongly recommend the student carry their own personal liability insurance. Students may reference recommendations for insurance companies on the APTA website.

### Clinical Education Site Responsibilities

- In the event of any student-involved incident, the clinical education site will generate an incident report and contact the Co-DCEs the day of the incident. A copy of this report will be sent to Co-DCEs.

### Academic Program Responsibilities

- The university provides liability and malpractice insurance for students during clinical education. Coverage is in the amount of \$1,000,000 per occurrence and \$3,000,000 aggregate. Certificates of Insurance are available through the Clinical Affairs Office upon request. For states requiring Workers Compensation, documentation is also available upon request.
- In the event of a student-involved incident, the Co-DCEs will request a copy of the report generated to document the incident and maintain that report in the student's file. The Co-DCEs will continue as directed by the insurance company, if warranted.

## Student Health Insurance

### Student Responsibilities

- The university requires all students to have health insurance. Students should refer to the ATSU University Student Handbook for additional information regarding specific requirements: [http://www.atsu.edu/student\\_services/handbook/index.htm](http://www.atsu.edu/student_services/handbook/index.htm). Students will maintain current health insurance and attest to this continued compliance.
- It is strongly suggested that students carefully review how their chosen health insurance plan impacts their ability to be out of state for clinical experiences.

### Clinical Education Site Responsibilities

- The clinical education site is not responsible for the medical care of students unless otherwise noted in the Clinical Affiliation Agreement. Although not financially responsible, the clinical education site is expected to arrange for emergency care in the event the student is unable to do so.

### Academic Program Responsibilities

- The university requires all students to have health insurance. The clinical education team will obtain proof of insurance on an annual basis and provide this information when clinical education sites request this information. The Co-DCEs will ensure the student meets all clinical education site requirements regarding health insurance coverage. ASHS Physical Therapy department is not responsible for the medical care of ASHS DPT students.

## Preventative Health Requirements

### Student Responsibilities

- Required preventative health requirements are outlined in the ASHS University Catalog ([https://catalog.atsu.edu/?\\_ga=2.202939542.641146836.1561666520-1190943572.1531938766](https://catalog.atsu.edu/?_ga=2.202939542.641146836.1561666520-1190943572.1531938766)). Additional health requirements may be required by individual facilities. Students are required to provide any information required by the Co-DCEs or the clinical education site as outlined in EXXAT. Failure to meet all immunization requirements by the set deadline for the clinical education experience will result in a delayed start or clinical cancellation. Students are also required to provide the clinical education site with additional information directly upon request. Students are expected to keep original copies of all proof of health requirements in a clinical file, these documents should be uploaded to EXXAT as outlined. Students should refer to **Appendix A: Policy #20-102 – Preventive Health Requirements – Continued Compliance** for policy regarding continued compliance of health requirements.

### **Clinical Education Site Responsibilities**

- The clinical education site may request proof of immunizations from ASHS. The clinical education site will review the information provided by the Co-DCEs or student prior to the start of the clinical education experience to determine if the student meets their requirements. If requirements are not met, the site may request additional immunizations or information.

### **Academic Program Responsibilities**

- ASHS requires all incoming first year students to provide proof of their immunizations in order to matriculate. The Co-DCEs and Clinical Education Administrative Assistant (CEAA) will input clinical education site requirements into EXXAT for students to view. The Co-DCEs or CEAA will notify the students of any additional requests or requirements of the site, if not already included in EXXAT. The academic program maintains proof of immunizations in each DPT student's clinical education file in a secured file. This information is tracked in Campus Nexus. The Co-DCEs release student information to clinical education sites, as outlined in the *Release of Student Information to Clinical Education Facilities* policy and procedure (**Appendix B**).

## **Drug Testing and Background Checks**

### **Student Responsibilities**

- Some clinical education sites require the student to complete a drug screen and/or an updated background check. The student is responsible for completion of these requirements prior to the start of the clinical education experience and by the set deadline for each specific clinical education site. The student is responsible for the cost and providing proof of completion to the Co-DCEs. The student is expected to keep all original documents, upload to the appropriate management system (e.g. EXXAT, mCE), or directly provide to the site upon request to meet clinical education site requirements. Full background checks and/or results of drug testing will not be given to the Co-DCEs at any time.

### **Clinical Education Site Responsibilities**

- The clinical education site will inform the Co-DCEs when a drug screen or background check is required. Any changes to the site's drug screen or background check policy will also be conveyed to the academic program to ensure full compliance. Confidentiality of the results will be maintained.

### **Academic Program Responsibilities**

- The Co-DCEs will provide the student with all information regarding the drug screening process and testing locations. The Co-DCEs will provide the student with all information necessary to obtain an updated background check as needed. The ASHS DPT Program will not hold background or drug screen results in the student's clinical education file.

## **Confidentiality**

### **Student Responsibilities**

- Students may be required to sign a statement of confidentiality for the clinical education site prior to the start of the clinical education experience. The student is expected to abide by the APTA Code of Ethics, the Guide to Professional Conduct regarding confidential patient information and by Health Insurance Portability and Accountability Act (HIPAA). The student is educated within the curriculum

that the patient has a risk-free right to refuse to participate in treatment performed by a student physical therapist.

#### **Clinical Education Site Responsibilities**

- The clinical education site is expected to abide by the APTA Code of Ethics, the Guide to Professional Conduct regarding confidential patient information and by HIPAA. The facility will require the student to abide by these guidelines and any additional requirements specific to the clinical setting.
- All information regarding student performance is confidential and the clinical education site is expected to maintain this confidentiality.

#### **Academic Program Responsibilities**

- All physical therapy faculty members and staff are expected to abide by the APTA Code of Ethics, the Guide to Professional Conduct regarding confidential patient information, Family Educational Rights and Privacy Act (FERPA) and HIPAA. Students are instructed in the issue of confidentiality in several core courses in the didactic curriculum.
- All information regarding student performance is confidential and will not be released without consent from the student.

### **Bloodborne Pathogen Training and Reporting**

#### **Student Responsibilities**

- Students participate in annual bloodborne pathogen training. This training is facilitated on an annual basis through an assignment in the Clinical Education Course located in Canvas. . Students will be expected to follow appropriate techniques to minimize the risk of infection with bloodborne pathogens.
- Students are required to immediately notify the clinical education site if exposure to bloodborne pathogens, including needlestick/sharps injury, or other potentially infectious material occurs. Students are to follow all clinical education site policies and procedures and notify the Co-DCEs of the incident.

#### **Clinical Education Site Responsibilities**

- Clinical education sites will require students to adhere to accepted techniques to decrease the likelihood of infection by bloodborne pathogens. They will provide personal protection devices as appropriate and will provide the necessary site-specific training.

#### **Academic Program Responsibilities**

- Physical therapy faculty will provide bloodborne pathogen training through the PT Clinical Education course in canvas. The Co-DCEs will monitor the successful completion of this training before assigning a clinical education experience. This will be tracked in canvas..
- The Co-DCEs will guide the student through the academic institution's procedure if exposure to bloodborne pathogens, including needlestick/sharps injury, or other potentially infectious material occurs.

### **Basic Life-saving Skills (BLS) Training**

#### **Student Responsibilities**

- Students must have a current BLS Provider Level Course through the American Heart Association (AHA). The certification must be obtained by completing a classroom-based course following the guidelines set forth by the American Heart Association (AHA). Blended courses offered by AHA are

accepted. The student is responsible for maintaining current certification and providing a copy of the BLS card to the Clinical Affairs Officer. Students are also responsible for maintaining their original BLS card. Students should refer to **Appendix A: Policy #20-102 – Preventive Health Requirements – Continued Compliance** for policy regarding continued compliance of health requirements.

### **Clinical Education Site Responsibilities**

- The clinical education site may request proof of BLS certification from Co-DCE or the student.

### **Academic Program Responsibilities**

- The DPT program will maintain proof of current BLS certification for each student. This information is tracked in Campus Nexus. Student information is released to the clinical education site as outlined in the *Release of Student Information to Clinical Education Facilities (Appendix B)* policy and procedure.

## **Evaluation of Clinical Performance**

### **Introduction and Definition**

Formative and summative clinical performance assessment is completed throughout the length of student clinical education experiences. The student is provided with feedback regarding their performance on a regular basis, as determined by the needs of the student, and at the discretion of the Co-DCEs and the assigned clinical instructor. Feedback should be immediate, direct and behavior-specific.

Student self-evaluation of clinical performance for full-time clinical education experiences is completed using the APTA Clinical Performance Instrument (CPI) and a modified self-evaluation for ICE experiences. Grading policies for each clinical education experience can be found in the corresponding course syllabi. Clinical performance assessment guidelines are based on the APTA Physical Therapist CPI. Other considerations for assessment include summative feedback from the SCCE/CI(s) and anticipated progress in the specific clinical setting.

### **Student Responsibilities**

- The student is expected to use the CPI for self-assessment of clinical performance in all full-time clinical education experiences. The student is required to complete the APTA's CPI Web training modules prior to participating in any full-time clinical education experience. It is the student's responsibility to ensure the CI completes a clinical performance evaluation tool at the end of the clinical education experience for the first year 4-week full-time clinical education experience and at midterm and the end of the clinical education experience for all 10-week terminal full-time clinical education experiences. If a paper copy is used, the student may access the copy through the PT Clinical Education course in canvas and is required to submit a copy to the Co-DCEs at midterm and final. It is expected that the student meets with the CI to discuss clinical progress, as scored and commented on in the CPI, at final for first year experience, and midterm and final for the terminal full-time clinical education experiences. Students are required to complete self-assessment for all integrated clinical education experiences as outlined in each specific course syllabus.

### **Clinical Education Site Responsibilities**

- The CI will formally assess the student's clinical performance at midterm and final for all third-year 10-week terminal full-time clinical education experiences and at the end of the first year 4-week clinical education experience. The CI is expected to be familiar with the appropriate use of the CPI and its performance criteria. The clinical education site or CI may request verbal or written assistance with the CPI or seek guidance in completing the APTA's CPI Web training modules. The clinical education site or CI may choose to complete the CPI on paper or digitally through the CPI Web. It is expected that the CI have a meeting with the student to discuss clinical progress, as scored and commented on in the CPI, at final for first-year clinical education experience and midterm and final for the third-year,

terminal full-time clinical education experiences. The CI will also provide feedback on the student's performance in all integrated clinical education experiences.

### **Academic Program Responsibilities**

- The Co-DCEs will provide the clinical education site with training information on the APTA's CPI Web training modules, as well as a link to the evaluation system. The department will also assist the students in completion of CPI Web training modules. A blank copy of the CPI is made available in the PT Clinical Education course on canvas. The Co-DCEs will be available to answer questions or assist the SCCE, CI or student in completing the CPI or any other student clinical performance evaluation tools required by the program. A copy of the completed CPI will be kept within the CPI Web system or digitally in a password-protected folder accessible only by the Co-DCEs and CEAA.

## **Requirements for Successful Completion of Clinical Education Curriculum**

The academic policy requires a student to successfully pass each clinical education experience. Grades are assigned by the Co-DCEs and are based on criteria listed in each course syllabus. Considerations for determining successful completion include summative feedback from the SCCE/CI(s), successful completion on all assignments for the course and student progression based on anticipated progress in the specific clinical setting. Students should refer to the syllabi for details.

*Clinical performance failure:* A student unable to meet the clinical performance level outlined in the corresponding course syllabus within the time allocated or following an extended time (if granted), will receive a failing grade in the course. A student may receive a failing grade if major safety concerns are evident or if performance fails to progress. Failure of a clinical education experience must be successfully remediated to meet graduation requirements. Length and nature of this remediation is dependent upon the cause(s) for the failure and is determined by the Co-DCE in consultation with the academic faculty, clinical faculty, and the student. The Co-DCE decides the final grade.

If the student receives a failing or incomplete grade on any clinical education experience, alteration of the clinical education experience schedule will occur. Additionally, as a result of poor clinical performance, a reorganization of clinical education experiences including requiring the student to return to the Phoenix metropolitan area to allow greater involvement of the Co-DCE may be required. Alterations to the clinical education schedule due to failures may result in a delay in graduation as a student will not graduate until all requirements for completion of the degree are met.

Any clinical education experience may be terminated, at any point, at the discretion of the Co-DCE if the student is not making adequate progression. In addition, any safety violation could result in immediate removal from the site and failure of the clinical education experience.

If a student receives two failing grades, the student will be dismissed from the Doctor of Physical Therapy program. Students who retake a clinical course due to an original clinical course failure, and fail the retake, will be considered to have two failing grades.

## **Conflict Resolution**

### **Student Responsibilities**

- If concerns or problems arise during a clinical education experience:
  - The student should first attempt to resolve the conflict with the SCCE or CI. Contact the Co-DCEs if assistance is needed to initiate discussion.
  - The s should contact Co-DCEs if resolution is not met with the SCCE or CI to discuss details of concerns/conflict.
- Student should be able to:
  - Identify specific conflict/concern and any barriers to the resolution.



- o Provide detailed explanation, including specific examples, of conflict/concern(s).
- o Assess and explain his/her part in the conflict.
- o Identify how he/she might resolve the conflict/concern.
- o Participate in developing a plan for resolving the conflict.

### **Clinical Education Site Responsibilities**

The Co-DCEs should be contacted by telephone or email as soon as concerns arise regarding the student's competency. The Doctor of Physical Therapy Program will assist the clinical education faculty in developing appropriate strategies to assist the student in achieving competency and/or resolution of concerns. Strategies may include but are not limited to development of behavioral objectives, academic remediation, establishing contracts between the CI and the student, additional assignments, other activities as appropriate or removal of the student from the clinical education site. The CI will, after collaboration with the Co-DCE, meet with the student to:

- Identify the specific behaviors that are preventing them from meeting the minimal competencies. Examples might be: The student fails to use a gait belt when ambulating with patients. The student uses inappropriate language with patients and/or a patient's families.
- Participate in discussion regarding the problem behavior. This may occur informally if it is the first time the problem has been noted or formally if there is concern for patient safety or the problem has persisted. Documentation of these sessions is requested.
- Identify which competency area(s) need attention: Knowledge, skills, and/or attitudes. Further identify whether the student is lacking knowledge of the specific behavior, if they need further practice in the development of a specific skill, or if they need to change their attitude regarding a particular activity.
- Identify specific learning objectives to improve performance and to establish clear and measurable objectives. Document objective information regarding performance and remediation plan, using both the evaluation tool and other formats as needed.
- Plan specific learning activities to improve performance. Together with the student and the SCCE/CI identify specific activities that will improve knowledge, skills and/or attitudes.

### **Academic Program Responsibilities**

The Co-DCE shall respond within 24 hours to a student or SCCE/CI when contacted by telephone or email regarding the student's competency or a student or SCCE/CI concern.

- Co-DCE will respond to all inquiries in a timely manner.
- Co-DCE will give assistance to student and/or SCCE/CI for identification of resolution options and strategies regarding communication and creating learning/behavior objectives.
- Co-DCE will support SCCE/CI and student in outlining clear behavioral objectives.
- Co-DCE will support SCCE/CI and student in attaining learning/behavior objectives if created.
- Co-DCE will provide SCCE/CI and student with Co-DCEs' contact information.
- Appropriate records will be kept for all student or CI concerns and problems.

## **Clinical Education Site/Clinical Instructor Evaluation**

### **Student Responsibilities**

- Students will complete the *Site Evaluation and Clinical Instructor Evaluation* at the completion of each full-time clinical education experience through EXXAT. Students are expected to review these with the clinical instructor and/or SCCE on or before the final day of the clinical education experience.

### **Clinical Education Site Responsibilities**

- The student's SCCE/CI will discuss the student's evaluation of the experience and clinical instructor by the last day of the full-time clinical education experience unless otherwise requested by the CI and/or student ahead of time.

### **Academic Program Responsibilities**



- The site and clinical instructor evaluations in EXXAT will be reviewed by the Co-DCE. The sections identified in the *Site Evaluation* may be released to all students at the discretion of the Co-DCE through EXXAT to assist students in making choices regarding preferences for clinical assignments and to assist the Co-DCE in determining the quality of the site and identify needs for site or clinical instructor development.

## Co-DCE/Clinical Education Program Evaluation

### Student Responsibilities

- Students will be asked to complete and submit the *Student Evaluation of the Clinical Education Program, Co-DCE(s), and the Clinical Education Administrative Assistant* at the end of the first-year full-time clinical education experience and at the end of the third year, which includes an evaluation section on the Co-DCEs and the ASHS Physical Therapy Clinical Education Program. This information will assist the Co-DCEs to assess student reported strengths and areas of needed improvement. Information collected from this survey is used for CAPTE Accreditation purposes and clinical education program assessment and development.

### Clinical Education Site Responsibilities

- SCCEs/CIs will be asked to evaluate the Co-DCE/Clinical Education Program by completing and submitting the *CI Evaluation of the Co-DCEs and Clinical Education Program* at the end of each full-time clinical education experience and/or *SCCE Evaluation of the Co-DCE(s) and Clinical Education Program* at the end of each academic year. A CI with multiple students throughout the year, may be asked to complete the evaluation after completion of the final student for the academic year.

### Academic Program Responsibilities

- The Co-DCEs will collect and compile all data from evaluation forms completed by students and clinical partners at the end of the summer and the end of the terminal full-time clinical education experiences for each cohort. The information will be analyzed and discussed with core faculty to determine potential needs for changes in the curriculum. Any changes made to the clinical education curriculum will be made in the Clinical Education Manual and disseminated to the clinical education faculty.

## Information Regarding Clinical Education Sites

### Student Responsibilities

- Students are required to review EXXAT in preparation for requesting clinical education preferences. Further information regarding the sites can also be obtained in discussion with the Co-DCEs.
- Students are required to contact their assigned clinical education site prior to the clinical education experience to obtain pertinent information. Students shall contact a clinical education site as outlined on canvas (8 weeks prior to the start of the full time clinical experience unless otherwise noted in EXXAT) Students are required to complete the *Clinical Instructor details in Exxat* by the end of the first week of each clinical education experience. It is accessible in the PT Clinical Education course providing the program needed information regarding the clinical instructor(s).

### Clinical Education Site Responsibilities

- Clinical education sites are encouraged to provide clinical education site information to the Co-DCEs via phone or email. In addition, clinical education sites are asked to provide students the required

clinical instructor information. The clinical education site shall notify the Co-DCEs of any changes pertaining to staffing, clinic hours, clinical education agreement requirements, location, contact information and change in SCCE.

### Academic Program Responsibilities

- The co-DCEs and/or CEAA will update EXXAT on a regular basis and make information regarding clinical education sites available to students upon request.
- The Co-DCEs will routinely assess quality of clinical education sites based on student completion of the *Site Evaluation* in the clinical education management system.

## Placement of Students

### Student Responsibilities

Students will participate in the following process for placement of clinical experiences:

- Students will meet with their assigned Co-DCE to receive guidance for clinical education site selection.
- Students will review established clinical education sites and clinical education experience offers in the clinical education management system to prepare for clinical education site selection.
- Students are **not** allowed to contact clinical entities (e.g. clinical education sites, clinical instructors, other DPT programs) to secure clinical placements or observational experiences without **written** permission from the DCE. Students should refer to **Appendix E: Policy # 20-106 – Clinical Education Site Contact** for further information regarding the policy and procedures related to contacting clinical entities.
- Students wishing to affiliate with clinical education sites other than those the university has already established clinical education agreements with, may discuss the request for two sites per academic year with the Co-DCE. Approval of the alternate affiliation is at the sole discretion of the Co-DCE. The Co-DCEs will have final determination on all placements.
- Student requests for a clinical education experience time off are considered; however, the student is not guaranteed to receive approval for this request.

### Clinical Education Site Responsibilities

- The clinical education sites will indicate at which times clinical education experience requests can accept students, how many students per each time they can accept, and the type of clinical education experience they will provide.

### Academic Program Responsibilities

- The Co-DCE will meet with the students in a group and individually to discuss the placement process, clinical interests, and specific requests.
- The Co-DCE completes clinical placements based on site availability and offers from clinical education sites affiliated with the Doctor of Physical Therapy Program.
- The Co-DCE ensures clinical placements meet the program's graduation requirements.
- The Co-DCE will notify the clinical education sites of accepted clinical education experiences prior to the commencement of any clinical education experience.
- The Co-DCE will consider alternative affiliation requests and make final decisions for approval.
- The Co-DCE will have final determination on all clinical placements.

## Communication During Clinical Education Experiences

At least one time during each full-time clinical education experience, a core faculty member, most frequently the Co-DCE, will communicate with the student and the CI, either with an on-site visit, virtual meeting or through email

communication. The communication is an opportunity for the student and the CI to discuss the student's performance with a member of the academic faculty. Communication between the clinical education site and the academic program is important for the success of clinical education. To ensure this success the Co-DCE will be available to the clinical education faculty on an ongoing basis.

### **Student Responsibilities**

- A student, having received prior notification of the faculty's visit, will attempt to schedule patients to allow time for private communication. It is the student's responsibility to notify the SCCE/CI of the date and time of visit and confirm with academic faculty member.
- The student should be prepared to discuss clinical performance as well as to discuss any questions or concerns.
- The students are expected to check their university email account three times a week *at minimum* to be aware of any pertinent information.

### **Clinical Education Site Responsibilities**

- The CI may be asked by the academic program to schedule to meet with the academic faculty member, most often the Co-DCE(s), for a scheduled on-site or telecommunication visit.
- The CI should be prepared to discuss the student's performance, as well as any questions or concerns regarding the student.
- The SCCE/CI has the right to request an on-site visit outside of the routine communication, which will be completed by the Co-DCE.

### **Academic Program Responsibilities**

- A faculty member will schedule an on-site or telecommunication visit with the clinical education site at least one time during the student's terminal full-time clinical education experience. During this visit, the faculty member will compile information regarding the student's clinical performance and overall experience at the clinical education site. If any questions or concerns are identified during this communication, the Co-DCE will assist the CI and/or SCCE in developing appropriate strategies to assist the student in achieving competency or resolution of conflicts.
- The Co-DCEs will regularly communicate with the students via email and phone regarding the clinical education experience.

## **Clinical Instructor Rights and Privileges**

The rights and privileges of clinical instructors include the right to:

- Accept or refuse to take students for a clinical education experience.
- Dismiss a student from a clinical education experience.
- Receive discounts on programmatic continuing education courses when available and offered.
- Access the on-line ATSU Library. Accessible through request.
- Receive assistance with using the CPI.
- Receive guidance and assistance with literature searches.
- Receive certificate for serving as a CI to apply towards continuing education requirements consistent in the state of practice.

## APPENDICES:

### Appendix A



# Physical Therapy

## Department of Physical Therapy Policy No. 20-102 Preventative Health Requirements – Continued Compliance

Date Approved: July 13, 2013

Signature:

A handwritten signature in black ink, which appears to read "Lou Barlowe", is written over a horizontal line.

### Purpose

The purpose of the policy is to ensure all students remain in compliance in regard to all preventative health requirements set forth by the A.T.S.U. Arizona School of Health Sciences and assigned clinical education sites.

### Policy

Outlines the process in which compliance must be kept and the disciplinary action if a student falls out of compliance.

### Procedure

#### Preventive Health Requirements

- Students must remain in compliance throughout the Doctor of Physical Therapy program, as outlined in the Clinical Education Manual.
- If additional immunization or CPR requirements are assigned by the student's clinical education site, the student is responsible for obtaining the additional requirements.
- Students are responsible for covering the cost for all immunization and CPR requirements.
- Student must submit copies of all immunization and CPR requirements to the ASHS Clinical Affairs officer.
- Students falling out of compliance are required to notify the clinical education team when appropriate documentation is submitted to ASHS Clinical Affairs.

#### ASHS Clinical Affairs Procedures

ASHS Clinical Affairs officer will email each student a reminder for upcoming immunization and/or CPR renewals both 2 months and 1 month prior to the expiration of the requirement(s). The DCE is notified at the 1-month reminder by ASHS Clinical Affairs.

#### DCE Procedures

- The DCE will notify the student they are out of compliance and no longer allowed to participate in ATSU activities either on or off campus until proper documentation of compliance is submitted to ASHS Clinical Affairs.
- The DCE will notify appropriate faculty if the student is out of compliance.

#### Disciplinary Actions for Failing to Comply

If a student falls out of compliance, the following actions will take place:

- Immediate removal from on-campus and off-campus classes and ATSU activities including but not limited to: lectures, labs, ATSU sponsored volunteer activities, clinical education experiences, and/or capstone activities with inability to return until requirements have been met.
  - Missed clinical days will be made up as outlined in the Clinical Education Manual.
  - Faculty are not required to offer make-up opportunities or offer remediation work for any missed quizzes, assignments, exams, and/or practicals due to noncompliance.
- Placement on Academic Warning, as outlined in the Physical Therapy Student Manual.
- Placement on Academic Probation, as outlined in the Physical Therapy Student Manual, if requirements are not met

within 10 days following email from DCE with notification of noncompliance.

- If the student is already on Academic Warning, the student will be immediately placed on Academic Probation.
- Once all requirements are met, the student will be taken off Academic Warning or Academic Probation and be allowed to return to all activities.

## Appendix B



# Physical Therapy

## Department of Physical Therapy Policy No. 20-103 Release of Student Information to Clinical Education Facilities

Date Approved: July 1, 2023

Signature:

A handwritten signature in black ink, which appears to read 'Loui B. Duane', is written over a horizontal line.

### Purpose

The purpose of the policy is to protect the privacy and confidentiality of student information by ensuring appropriate release of student information.

### Policy

Appropriate release of student academic and personal information to clinical education facilities.

### Procedure

#### Release of Student Information

- Students read and sign a release of student information located on the Preventative Health Requirements Form
- during matriculation, granting the physical therapy program the authority to:
  - Release of copies of medical records, i.e. TB test results, Varicella titer results.
    - Student information will be released to the clinical facility via e-mail communication. If the student declines for release of information via email, then the student is responsible for delivering required documents to the site prior to the deadline indicated by the site.
- Students with previous academic and/or clinical performance difficulties will consent for the Co-DCE to release information to the SCCE and/or the CI.
  - Information may include previous academic and/or clinical performance concerns, student learning agreements, student learning plan, and/or other information deemed appropriate by the Co-DCE.

#### Background Checks and Drug Screens

- Should a site request a background check or drug screen be completed prior to the clinical education experience start date, the following will apply:
  - Student will be responsible for obtaining and paying for his/her own background check or drug screen.
  - If the site requires a background check or drug screen with a specific agency, the student will contact that agency to complete the required testing. If the site has no preference, the student can find information regarding these requirements on the PT Clinical Education course in the university's learning management system. The student will have all background check and drug screen results sent to them. The student will maintain the original testing results, should there be a request to produce the document.
  - If required by the clinical education site, the student is required to upload the full background check or drug screen in the appropriate clinical management system (e.g., Exxat, mCE). This serves as attestation that the test(s) were completed.
  - The student, upon request from the Co-DCEs or site, will be able to present documented proof of testing, within 24 hours to the site or the student will be unable to return to the experience until he/she is in compliance.
  - The Co-DCEs and clinical education department will not hold a student's full background check or drug screen.

## Appendix C



# Physical Therapy

## Department of Physical Therapy Policy No. 20-104 Student Safety

Date Approved: July 1, 2023

Signature:

A handwritten signature in black ink, which appears to read 'Lori B. Deane', is written over a horizontal line.

### Purpose

To inform students of potential health risks and injuries they may encounter throughout educational experiences at ATSU including those during their clinical education experiences. To describe the education of: patient handling, standard precautions, storage and use of hazardous materials, safety regulations, and emergency procedures and the Health Insurance Portability and Accountability Act.

### Policy

Student may encounter potential health risks throughout their educational experiences. Appropriate dissemination of information related to student safety, injury reporting, and confidentiality while on campus and during clinical education experiences.

### Potential Health Risks

- Students are informed of potential health risks in the DPT Student Manual and in the Clinical Education Manual. All students have access to these manuals through the University's Learning Management System: PT Clinical Education and PT Student Center.

### Standard Precautions/Hazardous Materials

- All students receive education of standard precautions and OSHA training through the program curriculum prior to attending clinical internships. OSHA training and Standard Precautions are included in the Preclinical Certifications course in the University's Learning Management System and in DPTR7118 Basic Patient Care Skills.
- Students also receive specific training regarding hazards and hazardous materials in the Anatomy labs through the training module in ASHS6100 Human Anatomy I.

### Safety/Emergency Procedure

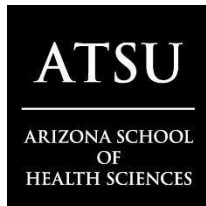
- Students are informed about established campus plans for emergency situations (e.g. active shooter) These are available at: <https://www.atsu.edu/security-and-emergencies>.
- Students are encouraged to enroll in the university's emergency alert system (RAVE) to receive notifications of emergencies and drills related to those types of emergencies. Additionally, they are informed of the ability to request assistance (e.g. escorts to their vehicle) from the 24-hour security staff on campus.
- For student on clinical experiences they are informed through the Clinical Education Manual to adhere to the clinical facility's site-specific policies regarding safety regulations and emergency procedures.
- Students are informed of the procedure related to on site self-injury/incident through the Clinical Education Manual.
- Students are responsible for accurately completing the Student Incident Report and returning it to ASHS Clinical Affairs.

### Confidentiality

- Students are educated on HIPAA in DPTR7110 Professional Practice I and in the Pre-clinical Certifications modules in the PT Clinical Education course in the University's Learning Management System.
- Students are educated in DPTR7110 Professional Practice I and in clinical education meetings that patients have a risk-free right to refuse to participate in treatment performed by a Student Physical Therapist.



## Appendix D



# Physical Therapy

### Department of Physical Therapy Policy No. 20-105 Risk Free Rights of Patients Participating in Clinical Education

Date Approved: July 13, 2013

Signature:

A handwritten signature in black ink, which appears to read 'Lou Brindione', is written over a horizontal line.

#### Purpose

To ensure the risk-free rights of patients to refuse to participate in clinical education experiences.

#### Policy

Patients at all clinical affiliates have the right to refuse to participate in any clinical education related activities without any risk to the patient. To inform students of patients right to refuse participation in clinical education activities.

#### Procedure

Definition: Clinical affiliates are those sites in which ATSU students are placed for clinical experiences. Clinical education related activities are student educational opportunities including, but not limited to, physical therapy examination and evaluation, treatment interventions and patient education.

#### Clinical Procedure

- Students must follow the patient informed consent policy and procedures of the clinical affiliate in which they are placed.
- If a patient refuses to participate in clinical education activities after informed consent is given, as per clinical affiliate procedure, students will professionally and cordially affirm the patient's right and immediately inform their Clinical Instructor.
- The Clinical Instructor will make the appropriate arrangements for the patient and then arrange alternate learning experiences for the students.

#### Dissemination

- Students receive this policy and procedure in the Clinical Education Manual, which is referenced throughout clinical education meetings and DPTR7110: Professional Practice I.
- Site Coordinators of Clinical Education (SCCEs) and Clinical Instructors (CIs) receive this policy and procedure in the Clinical Education Manual, which is e-mailed to clinical education sites prior to each student's clinical education experience.

## Appendix E



# Physical Therapy

### Department of Physical Therapy Policy No. 20-106 Clinical Education Site Contact

Date Approved: July 1, 2017

Signature:

A handwritten signature in blue ink, which appears to read 'Loui Brindley', is written over a horizontal line.

#### Purpose

To ensure all students remain in compliance with regard to contact with clinical education sites, clinical instructors and associated personnel, or other educational programs.

#### Policy

Outlines the process for contacting any clinical education site or person, and the consequences if students contact a clinical education site, clinical instructor/clinical personnel, or educational program (hereafter referred to as clinical entity) without following this process. This policy applies to contact with both established and non-established clinical education sites.

#### Procedure

Student:

- Students may not contact a clinical entity, without written permission from the DCE, for any reason including but not limited to:
  - Clinical education experiences
  - Observation hours / Job shadowing
  - Volunteer activities
- Students will communicate their interest in contacting a clinical entity to the DCE via email only, conveying the purpose of the request.
- If permission is granted, students are required to provide follow up information by email to the DCE as to the outcome of the communication.

#### DCE Procedures

- The DCE will consider the request and respond via email with either permission to contact or the reason as to why permission cannot be given.

#### Disciplinary Actions for Failing to Comply

**If a student contacts a clinical education site for any purpose without written permission the following are the consequences for the action:**

- Placement in a clinical education experience at the contacted clinical education site will not take place, even if offered by site.
  - This may result in the student not completing an experience during the desired time or in the geographic area requested.
- Placement on Academic Warning, as outlined in the Physical Therapy Student Manual.
- Placement on Academic Probation or dismissal from the DPT Program, as determined by the Program's Academic Review Board, should a second offense of this policy take place.
- If a student is already on Academic Warning, immediate placement on Academic Probation or dismissal from the DPT Program, as determined by the Program's Academic Review Board.