

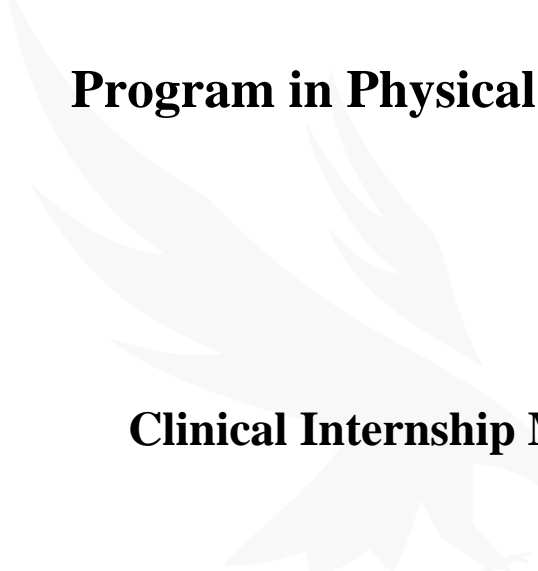
University of North Florida Brooks College of Health

Program in Physical Therapy

Clinical Internship Manual

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INTRODUCTION

The ***Program in Physical Therapy*** at the **University of North Florida** is housed in the Department of Clinical & Movement in the Brooks College of Health <http://www.unf.edu/brooks/clinical/index.html>. Students must have completed a Bachelor's degree to be admitted into the physical therapy program, and are awarded a Doctor of Physical Therapy degree (DPT) upon completion. The program includes three years of a combination of course work and clinical internships (see DPT curriculum in the Forms Index). The first year is primarily dedicated to didactic coursework, with a part-time clinical practicum included in the spring, and the first full time clinical internship in the summer (3rd semester). During the summer of the second year (semester 6), students complete two, 6-week internships. The program culminates in the third year with two 8-week internships and the award of an entry-level Doctor of Physical Therapy degree.

Experiential learning is an integral component of the program. To enter the program, students must have completed a minimum of 80 hours of volunteer work within a physical therapy environment. During the second semester (spring of year 1), students are assigned to sites for a clinical practicum (five half-day visits). These early experiences help to prepare students for clinical education, as they offer the opportunity to interact with a variety of healthcare professionals, patients, and patients' families.

Clinical education is an essential component of the Physical Therapy program at UNF. ***Clinical education internships*** play a valuable role in preparation for transition from student to independent healthcare professional. The Program and College are committed to providing the resources needed to maintain a clinical education program that is mutually beneficial to our students, the local community, and our clinical affiliates.

The Program in Physical Therapy is located in Building 39, Room 2037. The main telephone number is 904-620-2841. The fax number is 904-620-2848. Questions and concerns are welcome at any time.

MISSION STATEMENT

The faculty of the Physical Therapy Program at the University of North Florida is dedicated to preparing students for entry-level clinical practice through activities and coursework that provide guidance and instruction in current sciences and practice and stimulate critical inquiry of the same. To that end, the curriculum has, as one of its foundational elements, the *Guide to Physical Therapist Practice* in order to prepare physical therapists to provide quality care, promote prevention and wellness, and contribute to evidence-based practice. The program is committed to lifelong learning and seeks to provide opportunities for ongoing professional development for students in the program, as well as for professionals in the field.

PHILOSOPHY OF THE PROGRAM

The program faculty believes that faculty and students function best in an environment that fosters personal and professional growth. The learning environment is designed to challenge students to become confident, competent, and compassionate healthcare professionals able to practice autonomously and ethically within a changing health care environment. Students are encouraged to identify and accomplish goals within the areas of teaching/learning, research and service. Opportunities for development are provided by program requirements and activities on campus and in the community.

Faculty and students are encouraged to mutually foster intellectual and professional development. This stimulation requires the use of creative and interactive approaches to teaching and learning. Scientific inquiry and clinical research are essential to maintaining a dynamic program that responds to the health care needs of society, and contributes to the professional knowledge base that shapes physical therapy practice.

The faculty regards physical therapy as a healthcare profession having, as its primary role, the responsibility to meet the needs of society through health and wellness promotion, and the use of scientific principles to identify, assess, correct, or alleviate disability, impairment, and/or movement dysfunction. A constantly changing healthcare environment combined with a multiplicity of practice settings creates the need for the physical therapist to withstand social transformation. In a dynamic healthcare environment the physical therapist needs to respond to the diversity of healthcare consumers and the circumstances for which they seek care with empathy, compassion, and respect for all individuals. This role for physical therapists requires critical and logical thinking and proficient problem solving through the use of examination, evaluation, diagnosis, prognosis, and intervention strategies based upon evidence based practice, and closely related to outcome management.

In addition to providing services, the physical therapist's role is to advocate for the advancement of the profession, strengthen healthcare policy and standards of practice, and strive to ensure the availability, accessibility, and excellence in the delivery of physical therapy services. In addition to the examination and intervention of individuals with physical disability, faculty and students endorse an important role for physical therapists in preventive healthcare. The program seeks to develop leadership, with faculty and students serving as agents and advocates for positive change.

Student Learning Outcomes

Graduates of the University of North Florida Physical Therapy Program will:

1. Demonstrate in-depth knowledge of the basic and clinical sciences relevant to physical therapy, both in fundamental context and in application to the discipline of physical therapy.

2. Understand, correlate, and apply theoretical foundations of knowledge to the practice of physical therapy; evaluate and clarify new or evolving theory relevant to physical therapy.
3. Demonstrate the behaviors of the scholarly clinician by developing and utilizing the process of critical thinking and inquiry, particularly focused on the improvement of the practice of physical therapy and the delivery of health care.
4. Engage in reflective practice through sound clinical decision making, critical self-assessment, and commitment to lifelong learning.
5. Demonstrate mastery of entry-level professional clinical skills based on the best available evidence and including physical therapy examination, evaluation, diagnosis, prognosis, intervention, prevention activities, wellness initiatives, and appropriate health care utilization.
6. Demonstrate the professional, ethical and social skills to adapt to changing health care environments to effectively provide physical therapy care.

CLINICAL INTERNSHIPS: CURRICULUM AND PLAN

Students at the University of North Florida complete one 5-week part-time clinical practicum; three 6-week full-time clinical internships; and two 8-week full-time clinical internships. Expectations for the level of competence advance as the student progresses through each successive internship experience. The expectations for all clinical internships are clearly evident in the syllabi that accompany each experience (see A. and B. in the Forms Index).

In the spring of each year, the Academic Coordinator of Clinical Education (ACCE) at UNF will contact sites to identify which sites are able to accommodate students, and for which specific internships (see Definitions, Clinical Site Development, and Site Availability below).

Definitions:

Academic Coordinator of Clinical Education (ACCE): a faculty member employed by a physical therapy program or department who is responsible for developing and maintaining the clinical education component of the physical therapy curriculum.

Center Coordinator of Clinical Education (CCCE): a clinician employed by or owning a clinical site who is responsible for developing and maintaining a relationship with the physical therapy program faculty member to provide clinical education experiences to physical therapist students.

Clinical Instructor (CI): a clinician employed by or owning a clinical site who is responsible for the direct supervision and evaluation of physical therapist students during their clinical education practicum or internship experiences. A minimum of one year of clinical experience is required. Completion of the APTA Certified Training Course is recommended.

Clinical Internships at UNF

The **Part-time Clinical Practicum** begins during the second semester of year one. Two students are assigned to one clinical site located in the greater Jacksonville area. Students attend clinics on Wednesday mornings from 9:00 AM – 12:00 PM and then return to campus to complete coursework. Each student completes a total of five rotations. (Students are not required to attend clinic during the spring break week). Courses completed before the start of the clinical practicum include Gross Anatomy, Professional Practice Issues, Basic Clinical Skills, and Kinesiology. During the practicum, students will be enrolled in Human Physiology, Examination and Intervention, Neuroscience I, and Critical Inquiry I. (See I. 1. and B.1 in the Forms Index)

Clinical Internship I is scheduled for six weeks during the second half of the summer of year one. At this time, students will have completed, in addition to the above, Clinical Education Preparation, Therapeutic Modalities, and Pharmacology. Students will be prepared to review a medical record, take a patient history, complete an examination on a non-complex patient, take vital signs, perform transfers, measure ROM, measure strength using MMT techniques, initiate the design a plan of care with assistance, carry out treatment programs with supervision, document evaluation findings and treatment with assistance, and discuss discharge planning. (see I. 2. in the Forms Index)

Clinical Internships II & III are scheduled for two consecutive 6-week periods during the summer of year two. At this time, students will have completed, in addition to the above, Orthopedic Physical Therapy I and II, Applied Pathophysiology, Neuroscience II, Neurology I and II, Management of the Integumentary System, Exercise Physiology/Cardiopulmonary Physical Therapy, and Clinical Inquiry II. The students will be prepared to complete more advanced examination, evaluation, diagnosis, prognosis, and interventions for more complex patients. (see I. 3. in the Forms Index)

Clinical Internships IV & V are scheduled for two consecutive 8-week periods during the spring of year three. At this time, students will have completed, in addition to the above, Leadership in Physical Therapy, Differential Diagnosis, Spinal Cord Injury and Prosthetics, Lifespan Pediatrics and Geriatrics, and Special Topics in Physical Therapy. At this time, students will have completed all course work and will be moving towards functioning at entry-level. (see I. 4. in the Forms Index)

Clinical Education Experience Clearance Requirements

Prior to participating in the Clinical Education component of the Physical Therapy curriculum, all students must complete the requirements listed below. Documentation of compliance is kept on file. Students also maintain copies to present to their CIs or CCCEs as necessary. (see C. in the forms index for the Clearance form)

Liability/Malpractice Insurance

Students registered for clinical internships retain insurance coverage through a policy maintained by the University of North Florida. Under this plan, the student is covered for one million dollars per occurrence and five million dollars per aggregate. As such, the student does not have an individual policy but is covered under the University group plan. It is the responsibility of the student to clear any potential blocks to registration (bursar, registrar, etc.) before going out on a clinical internship. Unregistered students are not covered under the liability insurance policy and cannot participate in clinical education. Insurance is available for students through UNF Student Health Services.

Health Insurance

All University students are required to have personal health insurance coverage or to sign a waiver indicating they will be responsible for any personal health costs. It is not the responsibility of the clinical education facility or the University to offer or provide health insurance to the students.

Clinical interns are not considered employees of the clinical site and therefore are not entitled to employee benefits. Specifically, they are not covered under the Workmen's Compensation Act. In the case of an accident or emergency, the affiliate should provide emergency care at the student's expense.

Health Clearance

The University requires an annual health assessment and appropriate immunizations for all students prior to beginning the part-time clinical practicum. An update of certain health information prior to the start of all future clinical internships may be required. Required immunizations include:

- MMR (Positive titer or 2 immunizations)
- Mumps (Positive titer or immunization)
- Varicella Titer (Positive Titer)
- PPD (Proof negative test or chest x-ray within 12 months of each clinical internship)
- Heb B (Series of 3 vaccinations, a positive Titer, or a signed waiver)

It is the student's responsibility to be aware of the health clearance policy and to ensure that all necessary items are completed. It is also the student's responsibility to be aware of any specific health requirements of individual internship sites and to comply with these requests.

OSHA Training/HIV/AIDS Instruction

Students are required to demonstrate a clear understanding of OSHA regulations regarding universal precautions and bloodborne pathogens prior to attending the first clinical experience. Documentation of attendance and course certificate will be provided to affiliates upon request.

HIPAA

The Health Insurance Portability and Accountability Act of 1995 (PL-104-191) is a federal law which, among other things, requires that health care providers develop and implement policies and procedures to ensure the integrity and confidentiality of patient information. Students are required to demonstrate an understanding of the law prior to attending their first clinical experience. Documentation of attendance and course content will be provided to clinical sites upon request.

Background Checks and Drug Testing

All students are required to complete a background check and a drug test prior to beginning their first clinical experience and they are both updated annually. Background checks and drug tests are performed by Certified Background and reviewed by the ACCE prior to student placement. Copies of the background check will be made available to internship sites upon request.



RESPONSIBILITIES OF THE STUDENT, ACCE, CCCE, and CI

Student Responsibilities

Clinical education internships are designed to allow students to put into practice those skills they learned in the classroom, and to prepare them for entry-level clinical practice. While on clinical assignments, students share responsibility for their success and education. Responsibilities demonstrating a commitment to learning include, but are not limited to, the following:

1. Students will be required to use their N# email address for communication purposes. It will be the student's responsibility to forward their UNF account to any personal account they would like to use.
2. It is the student's responsibility to notify the CCCE, or the administrative assistant, of any changes in contact information. (i.e. name, address, phone, etc.)
3. Completing the CI Information Form during the first week of the clinical experience, and submitting it to the UNF clinical education administrative assistant (see G. 9. in the Forms Index).
2. Adhering to the facility's policies and procedures, including work hours (which may include weekends and/or holidays) and dress code.
3. Demonstrating awareness and compliance with patient confidentiality and patient rights.
4. Requesting and responding appropriately to feedback from CIs
5. Maintaining an appropriate level of communication with CIs.
6. Maintaining professional behavior during all interactions with staff and patients.
7. Following appropriate Codes of Ethics and Standards of Practice.
8. Being aware of and in compliance with State Practice Acts.
9. Assuming personal responsibility for professional development.
10. Demonstrating awareness and compliance with safety and infection control guidelines.
11. Attending scheduled meetings, including staff/department meetings, rounds, care conferences, and in-services.
12. Completing all departmental documentation in a timely manner.
13. In case of illness or emergency, notifying the ACCE and the CI ASAP, and work with the CI to attempt to "make up" any missed days.
14. Upon assignment to a site, complete and provide the Student Data Form and Student Letter of Introduction to the CCCE (see G. 7 & 8 in the Forms Index).
15. After the first week on internship, the student will be required to complete the First Week Check In, and send it into their assigned faculty member. (see G. 10. in the Forms Index)
16. Completion and submission of the CPI, copy of In-service Evaluation or documentation of project, and Site Evaluation to the ACCE, or assigned academic faculty member, at the end of each clinical experience (see H. 1. in the Forms Index)
17. Complete additional assignments which may include reflections, readings, case study reports and/or participation in discussion boards.
18. Abide by all policies and procedures in the UNF Graduate Student Handbook and the Physical Therapy Student Handbook

ACCE Responsibilities

The Academic Coordinator of Clinical Education (ACCE) is responsible for overseeing the students' clinical education experiences. This includes, but is not limited to:

1. Developing and maintaining relationships with clinical sites to assure that students have the opportunity to complete clinical internships in a wide variety of settings including inpatient, outpatient, and specialty centers.
2. Working with University counsel and representatives from the Dean's office to establish and maintain clinical education affiliation agreements.
3. Preparing students for clinical internships.
4. Assuring that students meet all clearance requirements prior to beginning an internship assignment.
5. Requesting clinical site availability for the upcoming year during March of each academic year.
6. Posting site availability for students.
7. Guiding students through the site selection process to assure a variety of experiences.
8. In conjunction with Department faculty, assigning students to appropriate clinical education placements.
9. Confirming finalized placements with sites and students. Providing sites with student contact information and students with site contact information.
10. Assuring that students contacts sites in a timely manner to discuss dress code, hours, etc.
11. Assigning appropriate physical therapy faculty to complete or delegate midterm conferences.
12. Being available to students and CIs to assist with any problems or concerns that may arise during the clinical education experiences.
13. Collecting appropriate data related to clinical education to comply with accreditation guidelines.
14. Assigning final grades to students for all clinical internships.

CCCE Responsibilities

The Center Coordinator of Clinical Education (CCCE) is responsible for overseeing the students' clinical education experiences at the site. This includes, but is not limited to:

1. Communicating with the UNF Physical Therapy ACCE to establish appropriate clinical education affiliation agreements.
2. Assisting in the negotiation of clinical education affiliation agreements. This includes communicating with the ACCE and the individuals responsible for signing the affiliation agreements at the site to expedite and/or facilitate the process.
3. Complete the Clinical Site Information Form (see G. 2. in the Forms Index) and return to the UNF ACCE. This form provides specific information about the site which is needed for students to select clinical placements, and for documentation for accreditation purposes.
4. Reviewing clinical site availability forms. Completing forms and returning to the ACCE in a timely manner.
5. Planning orientation programs for students.

6. Orienting new CIs to the site clinical education program.
7. Contacting students prior to the start of clinical internships to inform them of any special site requirements including dress code, hours, satellite locations, etc.
8. Providing students with information packets as appropriate.
9. Assigning students to appropriate CIs.
10. Notifying the ACCE as early as possible if there is any need to cancel an agreed upon clinical so that the student can be reassigned in a timely manner.
11. Assisting CIs with any problems or questions that should arise during student internships.
12. Contacting the ACCE early in the clinical experience if there are any issues that might adversely affect the student's ability to successfully complete the clinical experience.

CI Responsibilities:

The Clinical Instructor is responsible for the on-site supervision of each student. This includes, but is not limited to:

1. Preparing for the student's arrival by reviewing the student's data sheet and letter of introduction.
2. Providing the student with orientation to the department and/or facility.
3. Working with student during the first week to complete and submit the CI Information Form to the UNF ACCE. (see G. 9. in the Forms Index)
4. Defining, with the student's input, the goals of the affiliation.
5. Maximizing the learning experiences available and determining additional experiences for the student within the facility (e.g., direct care, a varied caseload, participation in team meetings, rounds, department meetings, inservices, observation of other disciplines such as Occupational or Speech Therapy, and/or observation of surgery as available).
6. Providing daily on-site supervision and immediate feedback to the student.
7. Meeting with the student on a weekly basis to review and revise goals and objectives. (see D. in the Forms Index to assist with this process.)
8. Supporting the student's professional behavior and socialization by serving as a professional role model.
9. Providing patient care at a level that meets the needs of the department and also maintains the integrity of the student experience.
9. Reviewing and cosigning all documentation completed by the student.
10. Coordinating site visits or midterm conferences with academic faculty.
11. Immediately notifying the ACCE at UNF should there be a concern regarding satisfactory completion of the internship. At this point, a remediation plan will be developed as appropriate (see D. 3. in the Forms Index).
12. Completing the Clinical Performance Instrument at midterm and at final and reviewing the results with the student (see H. 1 in the Forms Index).
13. Planning and supervising the student's inservice presentation or administrative project and signing the appropriate forms (see H. 3. in the Forms Index).

BENEFITS TO CLINICIANS

While there are many responsibilities associated with supervising students, there are also many benefits and rewards. Some of these benefits are tangible and others arise from the rewards of supporting the next generation of physical therapists.

Faculty Inservices

The Academic Coordinator of Clinical Education (ACCE) at the University of North Florida is available for support or consultation regarding the clinical education process. The ACCE can offer advice on establishing a new clinical education program, assistance on how to more effectively handle a specific student situation, or how to implement alternative teaching models. In addition, all of our program faculty members are available to offer in-service education upon request.

Student Inservices and Projects

Students are expected to provide at least one professional presentation or complete one administrative project during each clinical experience. Presentations or projects may be in the form of a case study, journal article review, the development of an exercise protocol, or an inservice focused on one particular area of interest to the staff of the clinical site that is supported by current literature in order to support evidence-based practice. Topics should be selected by the student in conjunction with the CI. In the event that the site does not wish the student to provide an inservice, the student may be able to assist with an administrative project that the staff has not had the time to complete. This can vary from developing an inventory control system to developing an evaluation tool or researching a new surgical procedure or rare diagnosis. Topics should be selected by the student in conjunction with the CI and should fill a need for the facility.

UNF PT Clinical Education Web Site

The UNF Physical Therapy Clinical Education web page contains links to web sites of the following organizations:

The American Physical Therapy Association, The Florida Physical Therapy Association, and The Florida Consortium of Clinical Educators. In addition, forms such as the CPI and the CSIF are available. This site undergoes continual updating; therefore, new information is available throughout the year.

Continuing Education Hours

For every 160 hours a CI provides instruction to a UNF PT student the CI may receive 1 Continuing Education Hour (CEH). A maximum of 6 CEHs are allowed per biennium for license renewal. To receive the CEH please contact the department office (904-620-2841).

Continuing Education Courses

In conjunction with the Florida Consortium of Clinical Educators (FCCE), the UNF Physical Therapy Program sponsors both basic and advanced continuing education courses. These courses are offered to affiliating clinical facilities at a low cost as a benefit for providing clinical instruction to UNF PT students. Flyers announcing the courses are sent to clinical facilities.

Tuition Waivers

Clinical instructors who complete 300 hours or more of student supervision within a two-year period are eligible for a tuition voucher to take two courses (6 credit hours) at UNF. The certificate is awarded on a one-time only basis. Clinical instructors who wish to receive a tuition waiver can request a waiver from the ACCE. Documentation must include names of students supervised, hours of supervision, and indicate the semesters the student(s) were supervised. Documentation will be verified by the Program Director or his/her designee. Documentation must be signed by both the CI requesting the waiver and the PT Program Director. Information will be forwarded to the College of Education and Human Services who will issue the certificate. A copy of the guidelines can be found in Tuition Voucher Guidelines (see E. in the Forms Index).

Professional Recruitment

Accepting students for clinical internships can be an effective way to recruit new staff. As a prospective employer, the site will have an opportunity to share with students the unique career opportunities available at the facility. During the educational experience the staff will be able to observe the strengths and potential of each student as he or she assumes some of the roles and responsibilities required at the facility.

Professional Growth and Rewards

There are many intangible rewards that come from working with students. Most therapists enjoy the challenge students bring to the clinical setting. Student questions, enthusiasm, and new ideas can be stimulating. Some CIs find they truly enjoy working with students and go on to become CCCEs or part-time faculty members in Physical Therapy programs. Many CIs find great satisfaction in knowing they have facilitated the growth of a future physical therapist. Please contact the PT Program Director if you would be interested in presenting a guest lecture or assisting in a lab.

POLICIES AND PROCEDURES OF UNF CLINICAL EDUCATION

All students are expected to behave in a professional manner and abide by the APTA *Guide to Physical Therapist Practice*, the Code of Ethics, and the Guide for Professional Conduct. In addition, students must abide by all state rules and regulations as well as all facility policies. Students are expected to adhere to the University of North Florida policies and procedures as outlined below. Some clinical instructors may have difficulty providing students in appropriate feedback on affective behaviors. A review of the Generic Abilities (May) and Professional Behaviors (Chial) provided in the Forms Index may assist CI's in providing students with objective feedback.

Attendance and Tardiness

Students are expected to attend each day scheduled by the clinical education facility including days that the University may be closed. Tardiness is not acceptable. In cases of illness or extreme emergency, the student must notify the CI or CCCE as soon as the clinic opens. Students are also required to call the University ACCE on any day of absence. Students are expected to make up any missed days in a manner that is acceptable to the clinical site(s).

The student must adhere to the schedule established by the CCCE at the clinical site. This might involve a non-traditional schedule such as working four 10-hour days, working on a weekend, or working an unconventional shift. If the student is occasionally requested to work more than forty hours per week, this may be counted as make-up time.

Dress Code

All students are expected to dress in a professional manner while completing clinical education experiences. It is the student's responsibility to determine the dress code of the facility prior to the first day of the clinical education experience and to abide by this for the remainder of the experience. If the student does not meet the dress requirements of the clinical site, the CI or CCCE has the right to ask the student to leave and return with the appropriate attire. Missed time must be made up.

Students are expected to be neatly groomed at all times. Long hair must be tied back; nails must be short and neat. The use of artificial finger nails is not allowed. Any jewelry that may interfere with the safety or effectiveness of patient treatment is prohibited. Students are asked to refrain from the use of colognes or heavily scented cosmetics as patients may be sensitive to fragrances. "Appropriateness" of the student grooming and attire is determined by the CCCE and/or CI at the clinical site.

Each student is provided with a name tag that should be worn in a clearly visible location each day of the clinical experience. The name tag states the student's name and "Student Physical Therapist." Each student is required to wear a watch with a second hand and to obtain his/her own lab coat if one is required by the clinical site.

Student Evaluation

During the clinical education experience, students are evaluated on their performance in several areas according to the guidelines of the Clinical Performance Instrument (CPI). Students must achieve the minimum competencies indicated in order to achieve a passing grade for each of the six clinical education courses. A copy of the CPI is available at the UNF Physical Therapy Clinical Education Web site and also available to students through the Clinical Education Blackboard site for each internship.

A weekly Progress Report can also be used to provide a formal mechanism for tracking student progress, particularly in areas of concern. A copy of this form is included in the Forms Index under progress notes, and can be copied as needed.

It is expected that the student and CI will meet regularly to discuss the student's progress. If, at any time during the experience, either the student or the CI feels the student is having difficulty

with the clinical education experience, the ACCE should be notified ASAP and a written and signed Remediation Plan should be put into place (See D. 3. in the Forms Index).

Midterm Conference

The CI and the student need to meet to formally review the student's performance at midterm as measured on the CPI (see H. 1. in the Forms Index). Progress and areas for improvement should be noted and goals for the remainder of the experience should be set. Both the student and the CI are asked to sign and date the form. The student's signature indicates that the student has reviewed the document, but it does not indicate agreement with the review. If the student disagrees with the CI review at midterm, the student is expected to contact the ACCE or their assigned faculty member.

The assigned ACCE or faculty member will contact the student and CI at the time of the midterm conference. Ideally, the University faculty member will be able to interview both the CI and the student. The CCCE may also participate in the midterm conference. Depending on the distance from the University and the needs of the clinical site and the student, this interview will involve a site visit or a telephone interview. The faculty member may wish to observe the student during a patient evaluation or treatment session.

The purpose of the midterm conference is to ensure that the clinical education experience is progressing well for everyone involved (students, CCCEs and CIs) and that the educational objectives are being met. This conference provides University faculty an opportunity to help identify any problems and address these with an Action Plan. See the Forms Index for a copy of this form used by faculty to document midterm progress.

Midterm conferences also help to promote effective communication between the University faculty and the faculty at clinical sites. It enables the ACCEs and academic faculty to learn about the unique educational opportunities available at each facility, establish working relationships, and ultimately, help facilitate optimal assignment of students with sites.

The midterm conference provides an opportunity to discuss student's strengths, areas for growth, learning style, and goals. The student's feedback is an important component of this discussion. If the student is having difficulty achieving the required level of competency, an Action Plan will be developed. This plan will identify specific goals that need to be reached, and strategies that will be employed to remediate the deficiencies in order for the student to pass the course. The faculty member, the CI, and the student will sign the Action Plan, and follow-up phone calls or visits will occur as deemed necessary by the faculty member. The goal of the Action Plan is to help the student and clinical instructor(s) work together to facilitate successful completion of the clinical experience.

In addition to the midterm conference, the ACCE is always available to offer assistance to sites and students should any questions or concerns arise during the clinical education experience. The student, CI, and/or CCCE are encouraged to call the ACCEs at any time for any reason.

Final Conference

At the end of the clinical experience, the student and the CI will meet formally to review the completed CPI. Again, the form should be signed and dated by both parties. We ask that the CI or student return the signed evaluation to the University within one week of completion.

Grading

In accordance with APTA and University policies, the ACCE is responsible for assigning the final grade and this is done according to the criteria described below. Assigned grades are based on the information contained in the CPI and/or consultation with the student, CI, and CCCE. The type of clinical internship, type of patients seen, degree of challenge presented, pace, and expectations of the clinic are all considered. Students will receive a grade of Satisfactory, Unsatisfactory, Withdrawal, or Incomplete. Any student who does not meet the minimum passing criteria for any clinical education experience cannot receive a grade of Satisfactory. Any course which does not end with a grade of Satisfactory must be repeated. Criteria for grading are as follows:

Satisfactory

- Minimum competency levels, as defined for each course, have been reached by the end of the clinical experience and all required documentation has been submitted. (See B. in the Forms Index for copies of course syllabi)

Unsatisfactory

- Minimum competency levels, as defined for each course, have not been reached by the end of the clinical experience;
- The gap between student competence and clinic expectation is so great that the student will be unable to meet the objectives and is asked to leave the facility before the end of the assigned timeframe; or
- The CCCE requests removal of the student for good cause (e.g. insubordination, non-compliance with policies or procedures, unsafe, unprofessional, or unethical behavior).

If a student fails to complete a clinical internship with a satisfactory grade, they will be unable to proceed in the curriculum until they meet with the ACCE, and develop an acceptable remediation plan. Once the remediation plan has been completed, the ACCE will work with the student to find an appropriate site where the student will be able to “re-take” the required clinical internship course. The site will be notified that the student is remediating the course. A 2nd failure of the internship will result in withdrawal from the program.

Withdrawal

In addition to University policy, the following criteria must also be met to receive a grade of Withdrawal:

- Student is unable to complete the clinical due to illness (medical documentation is required);
- Student is unable to complete the clinical due to family crisis or emergency; or
- Student, CCCE, and ACCE agree that the site is unable to meet or accommodate the student’s learning needs.

Incomplete

According to University grading policies, the period for clearing an Incomplete is restricted to one calendar year from the date it is first recorded on the student's permanent record. A grade of Incomplete is warranted if the following criteria are met:

- For CPI Criteria 1-5, the student has reached the competency level required for this clinical course; and
- The ACCE has determined that failure to meet minimum competency levels required for this clinical course for CPI Criteria 6-24 is due to extenuating circumstances; or
- Student is unable to submit supporting documentation in time for the instructor to submit a grade for the semester.

Compliance with Policies and Procedures

The Physical Therapy Department emphasizes to each student the importance of conforming to the appropriate rules and regulations of the clinical site. Students are required to follow all rules and policies, whether provided by the University or the clinical site. The CI and the CCCE have the right to enforce the policies of the facility and to expect that the student will follow the policies of the University as established in this manual. As stated in the agreement for clinical internships, the clinical education site has the right to request the University to remove any student upon good cause. Should any problem arise with non-compliance of policies or procedures, the CCCE or CI should notify the ACCE who will immediately assist the facility and the student in resolving the difficulties. If no mutually satisfactory resolution can be reached, the student will be removed. Any insubordinate, unsafe, or unethical behavior which results in the clinical site requesting removal of a student will automatically result in a grade of Unsatisfactory for that student.

Failure to report to the clinical site on any assigned day or leaving the clinical site without permission of the CCCE or ACCE will result in removal from the site and a grade of Unsatisfactory. This excludes emergencies or sick days for which prior permission is not possible. Documentation will be required for any extended period of illness or emergency.

CLINICAL SITE AVAILABILITY

Every effort is made to vary a student's clinical experiences by having the student complete clinical internships at different types of facilities including urban hospitals, community hospitals, trauma centers, rehabilitation centers, private practices, home health care agencies, and specialty settings, including, but not limited to: pediatrics, school systems, skilled nursing facilities, burn units, and sports medicine centers. The UNF PT Program strives to ensure that each student will complete a minimum of one inpatient, one outpatient, and one specialized setting prior to graduation. Changes in facility staffing, cancellations, and other unexpected circumstances occasionally create the need to reassign a student following initial placements. The student will be required to attend 1 inpatient (acute or SNF), and 1 outpatient facility rotation. It is recommended for a more well rounded experience to do both an acute and SNF.

While students will be provided with the opportunity to give input into clinical placements, the final decision on clinical placement for all students rests with the program faculty. The primary considerations in site selection are a quality and diverse educational experience for each student while insuring the student will successfully complete the internship to achieve clinical competence. Students are advised that cancellation and/or reassignment of a clinical internship may occur at any time prior to and/or during a clinical placement due to unforeseen circumstances either of the student or of the clinical facility. Every effort will be made to assist the student in preventing these situations from interfering with graduation. However, at times, circumstances may require altering the student's desired time frame for graduation.

Information regarding an individual student's academic and/or clinical performance may be communicated to or released to the Center Coordinator of Clinical Education (CCCE) and/or Clinical Instructors (CI) as deemed necessary for the faculty to assist the student in achievement of learning objectives.

Affiliation Agreement Development

Clinical education experiences are established based upon the educational opportunities offered and the type of practice and supervision provided. University or clinical faculty may initiate an affiliation agreement at any time. In most instances, the University prefers to use the standard UNF clinical education/affiliation agreement, typically in place for three years. Renewals are accomplished by a letter of agreement, signed by both parties. However, University Council will consider site agreements as needed.

The student will be able to set up 1 site affiliation, with at least one year's notice. The student may not contact the site to set up a contract, but will be required to provide all site information to the ACCCE, so the ACCE can initiate contact.

All agreements are negotiated by University counsel in conjunction with the site representative. A written agreement executed by both the University and the clinical site must be in place before students will be allowed to begin a clinical experience. The purpose of the agreement is to define responsibilities of each party with respect to each other and the student. If a student does decide to have the ACCE set up a contract and, it is successful, the student must attend that facility.

Site Selection Process

Once a written agreement is in place, the CCCE is asked to complete a Clinical Site Information Form (CSIF) either online or in hard copy (see G. 2. in the Forms Index). This form was developed by the American Physical Therapy Association (APTA) and provides pertinent information about the site to university faculty as well as to students. Forms are made available for students to review prior to considering clinical placements.

Site Requests: During March of each year, the ACCE will submit requests forms for clinical availability for the upcoming year to each of the CCCES. CCCES will review and complete the forms and return them to the ACCE. A list of available opportunities will be posted for students to review. (see G. 3. in the Forms Index)

Student Preferences: Following review of the sites available and the CSIF (available in the virtual office on blackboard), students will submit a preference list to the ACCE for consideration. Prior to completing this list, please refer to the Site Selection Instructions for Students (see G. 4 in the Forms Index). Preference lists are due on their specified due date. If you do not turn in a preference list or turn one in late, you will have to choose from the sites still available after the initial round of placement.

Preferences will be entered into the Clinical Education data base, *PT Education Manager*¹. The site placement generator will be used to assign students to their clinical placements. Placements will be reviewed by faculty prior to student notification to assure that each student receives appropriate inpatient, outpatient, and specialty experiences. *Due to the number of students and limited number of sites in the Jacksonville area, all students will be expected to complete at least 1 clinical internship outside of the local area at some time during their education at UNF. The following areas will be considered local sites: Amelia Island, St. Augustine, Fleming Island, Orange Park, Green Cove Springs. While some sites offer free or reduced-price housing options for students, students will be responsible for their own transportation and housing costs incurred during their clinical internships.*

If students believe they have extenuating circumstances regarding their clinical placements, they may discuss their circumstances with the ACCE and claim a “hardship.” Students who receive a “hardship” classification may be given priority during the clinical education placement process. Hardships may include: carrying for an ill family member, being a single parent caring for a child, etc. Hardships do not include financial or housing considerations. ***Hardships should be discussed with the ACCE prior to submitting the preference list.***

Student Assignment Confirmation:

Student assignment forms are distributed to students (see G. 6. in the Forms Index).

Once all students have been placed and notified, students will have one week to confirm their placement with the ACCE or request a change in placement. If a student requests a change in placement, they must select an alternative site that is still on the availability list. If two students choose to “trade” placements, both students must put this request in writing to the ACCE.

Confirmed Placement to Site: Upon confirmation of student placement and student acceptance, the CCCE will be notified (see G. 5. in the Forms Index) which placements will be used and the students name and contact information. Please see “Responsibilities” section, below. Sites which have not been selected will be notified, so that openings can be made available to other schools.

RESPONSIBILITIES FOLLOWING SITE PLACEMENT CONFIRMATION

ACCE

Following confirmation, it is the responsibility of the ACCE to notify the CCCE that a placement has been confirmed and to supply the CCCE with contact information for the assigned student(s).

Student

Following confirmation, students will have the following responsibilities:

-One month prior to internship, submit the following:

- a letter of introduction to the CCCE confirming their placement (see G. 8. in the Forms Index)
- a copy of their data sheet describing their previous experiences (see G. 7. in the Forms Index)

-At the end of the first week of the internship, email the following to the Department Administrative Assistant and their assigned faculty member:

- a completed CI Information Form (See G. 9. in the Forms Index)
- a completed First Week Check In Form (See G. 10 in the Forms Index)

CCCE

Following confirmation, it is the responsibility of the CCCE to assign a CI to be responsible for the student and to notify the CI of the student's background and assigned internship dates.

EVALUATIONS OF STUDENT AND SITE

Evaluation is an extremely important component of the clinical education program. This includes evaluation of clinical sites, clinical instructors, students, curriculum, and the faculty of the University of North Florida. Mechanisms to complete formal evaluations of both the students and the sites and CIs are described in the policies and procedures sections of this manual (pages 14-17).

Forms to complete assessments are included in the Forms Index.

In addition, informal feedback is sought through midterm conferences on an on-going basis. Additional feedback from CI's, CCCE's, or students is always welcome, either by phone or in writing, to assist us in improving our program.