



# **Clinical Education Manual**

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## WELCOME TO OUR CLINICAL PARTNERS

Dear Clinical Partner:

The University of North Florida (UNF) Doctor of Physical Therapy (DPT) Program is proud to collaborate with clinical partners within the State of Florida as well as across the United States in providing high quality clinical education experiences for our DPT students. The Physical Therapy Program is a part of the Department of Physical Therapy in the UNF Brooks College of Health and is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 N. Fairfax St., Alexandria, Virginia, 22314.

We appreciate your willingness to host, mentor, supervise, evaluate, and provide feedback to our students. Further, we value your feedback regarding our program and the curriculum. Without your assistance and support, we would not be able to provide students with essential clinical experiences necessary to meet graduation requirements and demonstrate clinical readiness for entry-level practice. The privilege of teaching tomorrow's physical therapy professionals is both a rewarding and challenging endeavor. We are committed to supporting you by providing the necessary information and assistance you may need throughout the student's clinical experience. We are available and prepared to ensure that each learning experience is positive and mutually beneficial for all stakeholders: the student and the University, the clinical instructor and clinic, and most importantly your patients.

This manual will provide useful information and serve as a clinical education resource to answer most of your questions. Further, it lays out the roles and responsibilities of the students as well as clinical instructors and program staff. *If at any point a student is not achieving the anticipated goals for the clinical experience, please contact me immediately.* We are here to facilitate the clinical education process. We welcome and encourage feedback about clinical education, its role in our curriculum, and your communication and interaction with clinical education faculty. Your willingness to provide these important learning experiences to UNF DPT students helps us achieve our goal of creating outstanding future physical therapists.

Thank you again for your dedication of time, energy, and expertise in developing future physical therapists.

Kindly,

Rob

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Dear DPT Student:

The Clinical Education Manual contains vital information on clinical education which is an essential component of our curriculum. This manual is a supplement to the UNF DPT Student Handbook and provides guidance and governs the actions of students, clinical instructors, and all stakeholders involved in clinical education. While on clinical education experiences, the clinical site serves as an extension of the University of North Florida and as such students are expected to maintain adherence with all the policies and procedures contained in the University of North Florida DPT Student Handbook, the Clinical Education Manual, in addition to any policies and procedures identified/in place at the site.

As a student physical therapist (SPT), you are a guest of our clinical partner and serve as a representative of yourself, your cohort, the University of North Florida, and the physical therapy profession. It is of utmost importance that professional etiquette always guides your actions. Further, demonstration of professional behaviors is expected and required. These behaviors include aspects like dependability, appropriate dress, respectful and polite interactions, appropriate demeanor, and punctuality, and keeping personal business out of the clinic. I would encourage you to become a member in your professional association, the American Physical Therapy Association (APTA) and to be mindful of the APTA Core Values and Code of Ethics that guide our profession. You should allow these to guide you as a student physical therapist and future healthcare professional.

As an adult learner in the clinical environment, the needs of the patient are paramount. While always considering the needs of the patient, students should be mindful to recognize that active learners advocate for their learning and remain open to and appreciative of ongoing feedback. Students are expected to integrate this feedback into practice and then actively participate in clinical discussion and reflection on performance. Students should demonstrate intellectual curiosity and show initiative in all phases of learning.

Best regards,

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Board Certified Geriatric Clinical Specialist  
Certified Exercise Expert for the Aging Adult

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## **INTRODUCTION**

The Physical Therapy Program at the University of North Florida is a part of the Department of Physical Therapy within the Brooks College of Health (<https://www.unf.edu/brooks/physical-therapy/>). Students have completed a bachelor's degree prior to admission into the Physical Therapy Program and are awarded a Doctor of Physical Therapy (DPT) degree upon completion. The program includes three years of a combination of course work and clinical rotations. The first two years are primarily dedicated to didactic coursework, with a part-time integrated clinical education experience (Clinical Practicum) included in the spring of the first year. The first two full-time clinical rotations each occur in the summer of year two (sixth semester). The program culminates in the third year with two full-time clinical rotations and the award of an entry-level Doctor of Physical Therapy degree.

Experiential learning is an integral component of the program. During the second semester (spring of year one), students are assigned to sites for a clinical practicum (typically 12 -14 half-day visits). These early integrated clinical education experiences provide integration between the academic and clinical environments and 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 the University of North Florida. Clinical education experiences play a vital role in the preparation for transition from student to independent healthcare professional. The Department 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 Physical Therapy Department is located in Building 39, 2<sup>nd</sup> floor. The main telephone number is 904-620-2841. The fax number is 904-620-2848. Questions and concerns are welcome at any time.

## **DEPARTMENT OF PHYSICAL THERAPY MISSION STATEMENT**

The faculty of the Department of Physical Therapy at the University of North Florida are 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. The goal is to prepare physical therapists to provide quality care, promote prevention and wellness, and contribute to evidence based practice. The program is committed to life-long learning and seeks to provide opportunities for ongoing professional development for students in the program, as well as for professionals in the field.

## **CLINICAL EDUCATION MISSION STATEMENT**

Supporting the mission of the Department of Physical Therapy by actively engaging with all stakeholders to build high quality relationships that facilitate and optimize the clinical learning experience.

## **VALUES OF THE DEPARTMENT**

The Department of Physical Therapy creates a positive learning environment that supports an expectation of excellence through its commitment to openness, fairness, integrity, professionalism, diversity, tolerance, and concern for the health and well-being of oneself and others.

## **PHILOSOPHY OF THE DEPARTMENT**

The Department faculty believe that 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 health care 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 Department that responds to the health care needs of society and contributes to the professional knowledge base that shapes physical therapy practice.

The faculty regard physical therapy as a health-care 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 or movement dysfunction. The physical therapist promotes optimum health and function through the integration of elements of care that maximize patient outcome. A constantly changing health-care environment combined with a multiplicity of practice settings, professional commitment and accountability creates the need for the physical therapist to withstand social transformation. In a dynamic health-care environment the physical therapist needs to respond to the diversity of health care consumers and the circumstances for which they seek care with empathy, compassion and respect for the individual. 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 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 health care 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 health care. The Department of Physical Therapy seeks to develop leaders among faculty and students who will serve as agents and advocates for positive change.

## **CLINICAL ROTATIONS: CURRICULUM AND PLAN**

### **Overview:**

Students at the University of North Florida complete one part-time clinical practicum, and four 8-week full-time clinical rotations. Expectations for the level of competence advance as the student progresses through each successive experience. The expectations for all clinical rotations are included in the syllabus that accompanies each experience.

In the spring of each year, the Director of Clinical Education (DCE) at UNF contacts sites to identify which sites are able to accommodate students for the following year, and for which specific rotations (see Clinical Site Availability below).

### **Definitions:**

**Director of Clinical Education (DCE):** 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.

**Site Coordinator of Clinical Education (SCCE):** American Council of Academic Physical Therapy (ACAPT) Glossary of Terms definition: “A professional who administers, manages, and coordinates clinical assignments and learning activities for students during their clinical education experience. In addition, this person determines the readiness of persons to serve as preceptors and clinical instructors for students, supervises preceptors and clinical instructors in the delivery of clinical education experiences, communicates with the academic program regarding student performance, and provides essential information to academic programs.”

**Clinical Instructor (CI):** ACAPT Glossary of Terms definition: “The physical therapist responsible for the physical therapist student and for directly instructing, guiding, supervising, and formally assessing the student during the clinical education experience. When engaged in full-time clinical education designated to meet the minimum number of weeks required by CAPTE, the CI must be a licensed physical therapist with a minimum of one year of full time (or equivalent) post-licensure clinical experience.”

## **Clinical Education Experiences at UNF:**

**Part-Time Clinical Practicum** occurs during the second semester of year one. Students are assigned to a clinical site located in the greater Jacksonville/St. Augustine area. Students typically attend their clinical sites on Wednesday mornings and then return to campus to attend classes. Each student typically completes a total of 12-14 sessions. Courses completed before the start of the clinical practicum include Gross Anatomy, Foundations of Professional Practice, Clinical Education Prep, Clinical Skills, and Human Physiology. During the practicum, students will be enrolled in Kinesiology, Examination and Intervention, Neuroscience I, and Clinical Inquiry I.

**Clinical Rotations DPT 2A & DPT 2B** are scheduled for two consecutive 8-week periods during the summer after year two. At this time, students will have completed, in addition to the above, Orthopedic Physical Therapy I and II, Pathology/Pharmacology, Neuroscience II, Neurology I and II, Exercise Physiology/Cardiopulmonary Physical Therapy, Therapeutic Modalities, Imaging, Leadership in PT, and Clinical Inquiry II. The students will be prepared to complete more advanced examination, evaluation, diagnosis, prognosis, and interventions for more complex patients.

**Clinical Rotations DPT 3A & DPT 3B** are scheduled for two consecutive 8-week periods during the spring semester of year three. Students will have completed, in addition to the above, Differential Diagnosis, Spinal Cord Injury and Prosthetics, Pediatrics, Geriatrics, and Advanced Seminar in Physical Therapy. At this time, students will have completed all didactic course work and will be moving towards functioning at entry-level.

## **Requirements for Clinical Education:**

Prior to participating in the Clinical Education component of the Physical Therapy curriculum, all students must complete the stated health, medical and other requirements. Documentation of compliance is maintained by the clinical education office. Students also keep copies to present to their CIs or SCCEs as necessary.

### Liability/Malpractice Insurance:

Students registered for clinical rotations have liability/malpractice 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 three million dollars aggregate. As such, the student does not have an individual policy but is covered under the University group plan. The student is responsible for clearing any potential blocks to registration with the registrar and other parties before participating in clinical education. Unregistered students are not covered under the liability insurance policy and cannot participate in clinical education.

### Health Insurance:

All Brooks College of Health students are required to have personal health insurance coverage or to sign a waiver indicating they will be responsible for any personal health costs. Insurance may

be available for students through UNF Student Health Services. It is not the responsibility of the clinical education faculty nor the University to offer or provide health insurance to the students.

Students on clinical education experiences are not considered employees of the clinical site and therefore are not entitled to employee benefits. Specifically, they are not covered under the Workers' Compensation Act. In the case of an accident or emergency, the clinical site may provide emergency care at the student's expense.

#### Health Clearance:

The Brooks College of Health requires an annual health assessment and appropriate immunizations for all students prior to beginning any clinical experience. An annual update of health information is required.

#### Annual Physical on UNF DPT Student Health Examination Form

- Form is available on virtual office in Canvas as well as in Exxat

#### Required immunizations include:

- MMR (Positive titer or proof of 2 immunizations)
- Varicella (Positive titer or proof of 2 vaccinations)
- TB Skin Test - PPD (Proof of negative test within 12 months or chest x-ray within 2 years of each clinical rotation)
- Hepatitis B (Series of 3 vaccinations and 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 the clinical site and to comply with these requests.

Please note that the **Department of Physical Therapy is NOT mandating that you receive the COVID-19 vaccine**. When completing your materials for a clinical placement, you must either upload proof that you have been vaccinated or indicate that you have not been vaccinated. You may upload an exemption if you have one. If you are unvaccinated with an exemption and a clinical site has not invited you to a clinical experience, the Department will hope to find a clinical site that will allow you inside but there are no guarantees, and this may ultimately delay your graduation.

Once you have provided your vaccination status/evidence, the third-party clinical partners will let the Department know whether or not they will allow you to enter and train within the building. As you may know, more and more facilities are requiring their employees, as well as our clinical students, to be vaccinated. These are private entities that are not subject to the same rules as state-supported institutions such as UNF.

#### HIV/AIDS Instruction:

Students are required to demonstrate a clear understanding of HIV/AIDS regulations regarding universal precautions and blood-borne pathogens prior to attending their first clinical experience. Documentation of attendance and course certificate will be provided to student who will then provide to clinical sites upon request.

### HIPAA Training:

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 training will be provided by instructor to student who will provide certificate to clinical sites upon request.

### Background Checks and Drug Testing:

All students are required to complete both Level 1 and Level 2 (fingerprint scan) background checks and a drug test prior to beginning their first clinical experience. The background checks and drug tests are updated annually. Background checks and drug tests are documented on CastleBranch software and reviewed by the DCE prior to student placement. Copies of the Level 1 background check will be made available to clinical sites upon request. Clinical partners may also require the student to complete new background checks or drug screening in order to participate. Results of either Level 1 or Level 2 background checks may preclude placement/participation at sites.

## **Responsibilities of the Students, DCE, SCCE, and CI**

### **Student Responsibilities:**

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

- Completing and providing the Student Data Form and Student Letter of Introduction to the SCCE in time frame as directed (\*\*\*) Exxat profile link).
- Checking the UNF email account for communication purposes on a frequent and consistent basis (at least daily (M-F)).
- Notifying the DCE or the administrative assistant of any changes in contact information (i.e., name, address, phone, etc.).
- Completing the CI Information Form during the first week of the clinical experience and submitting it to the UNF clinical education staff as directed (\*\*\*)Exxat forms).
- Notifying the DCE in a timely manner if your CI is out or changes.
- Adhering to the clinical site's policies and procedures, including work hours (which may include weekends and/or holidays), and dress code.
- Determining the dress code of the facility prior to the first day of the clinical education experience.
- Demonstrating awareness and compliance with patient confidentiality and patient rights.
- Requesting and responding appropriately to feedback from CIs.
- Maintaining an appropriate level of communication with CIs.
- Maintaining professional behavior during all interactions with staff and patients.
- Following APTA Code of Ethics and Standards of Practice at all times.

- Being aware of and in compliance with State Practice Acts.
- Assuming personal responsibility for professional development.
- Demonstrating awareness and compliance with safety and infection control guidelines.
- Attending scheduled meetings including staff/department meetings, rounds, care conferences, and in-services, as directed by CI and/or SCCE.
- Completing all documentation in a timely manner.
- In case of illness or emergency, notify the DCE/preceptor and your CI ASAP and working with the CI to “make up” missed days.
- Completing and signing the midterm and final Clinical Performance Instrument (CPI) Web in time frame directed.
- Completing the site evaluation, any requirements specified by DCE (case study, reflections, etc.), and in-service evaluation or project documentation as appropriate, in manner and time frame directed.
- Abiding by all policies and procedures in this Clinical Education Manual, the UNF Graduate Student Handbook, and the Physical Therapy Student Handbook.

#### DCE Responsibilities:

The Director of Clinical Education (DCE) is responsible for overseeing the students’ clinical education experiences. This may include, but is not limited to:

- Developing and maintaining relationships with clinical sites to assure that students have the opportunity to complete clinical experiences in a wide variety of settings including inpatient, outpatient, and specialty centers.
- Working with University counsel and representatives from the Dean’s office to establish and maintain clinical education affiliation agreements.
- Helping prepare students for clinical experiences.
- Assuring that students meet all clearance requirements prior to beginning an experience.
- Requesting clinical site availability for the following year during each preceding year.
- Sharing/posting site availability for students.
- Guiding students through the site selection process to assure a variety of experiences.
- In conjunction with program faculty, assigning students to appropriate clinical education placements.
- Confirming finalized placements with sites and students. Providing sites with student contact information and students with site contact information.
- Assuring students contact sites in a timely manner to discuss dress code, hours, etc. and provide data forms and letter of introduction.
- Assigning appropriate physical therapy faculty to complete midterm conferences.
- Being available to students and CIs to assist with any problems or concerns that may arise during the clinical education experiences.
- Collecting appropriate data related to clinical education to comply with accreditation guidelines.
- Reviewing mid-term and final CPI for all students.
- Assuring that Continuing Education Hours for student supervision are available for submission, assuming all criteria are met; sending documentation for CEH.

- Compiling input from all stakeholders regarding clinical education and reporting to academic faculty.

#### SCCE Responsibilities:

The Site Coordinator of Clinical Education (SCCE) is responsible for overseeing the students' clinical education experiences at the site. This may include, but is not limited to:

- Communicating with the DCE to establish appropriate clinical education plans.
- Assisting in the negotiation of clinical education affiliation agreements.
- Completing the Clinical Site Information Form, preferably on the CSIF Web. This form provides specific information about the site which is helpful for students in the clinical placement process and for documentation for accreditation purposes.
  - Maintains updated info in Exxat with annual request for site updates.
- Reviewing clinical site availability requests. Completing and returning to the DCE in a timely manner.
- Planning orientation programs for students.
- Orienting new CIs to the site's clinical education program.
- Contacting students before clinical experiences start to inform them of any special site requirements including dress code, hours, satellite locations, etc.
- Providing students with information packets as appropriate.
- Assigning students to appropriate CIs.
- Notifying the DCE as early as possible if there is a need to cancel an agreed upon clinical so that the student can be reassigned in a timely manner.
- Assisting CIs with any problems or questions that arise during student experiences.
- Contacting the DCE 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 and training of the student. This may include, but is not limited to:

- Preparing for the student's arrival by reviewing the student's Exxat profile.
- Providing the student with orientation to the department and/or facility.
- Working with student during the first week to complete and submit the CI Information to the UNF DCE.
- Defining, with the student's input, the goals of the experience.
- Maximizing the learning experiences available and determining additional experiences for the student within the facility (e.g., participation in team meetings, rounds, department meetings, in-services, observation of other disciplines such as Occupational or Speech Therapy, and/or observation of surgery as available).
- Providing on-site supervision and timely feedback to the student.
- Meeting with the student on an agreed upon basis to review and revise goals and objectives.
- Supporting the student's professional behavior by serving as a professional role model.



- Providing patient care at a level that meets the needs of the department and also maintains the integrity of the student experience.
- Reviewing and cosigning as appropriate all documentation completed by the student.
- Coordinating site visits or midterm conferences with academic faculty.
- Immediately notifying the DCE at UNF should there be a concern regarding satisfactory completion of the experience. At this point, a remediation plan will be developed if needed
- Completing and signing the Clinical Performance Instrument (CPI) at midterm and at the completion of the rotation and reviewing the results with the student.
- Planning and supervising the student's in-service presentation or administrative project and signing related forms when indicated.
- If desired and criteria are met, requesting Continuing Education Hours for student supervision from DCE.

### **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 In-services:**

The Director of Clinical Education (DCE) at the University of North Florida is available for support or consultation regarding the clinical education process. The DCE 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, program faculty members are available to offer in-service education upon request.

#### **Student In-services and Projects:**

Students may provide a professional presentation or complete an 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 evidence-based in-service focused on an area of interest to the site clinicians. 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 in-service, the student may be able to assist with an administrative project. This could vary from developing an inventory control system to developing an evaluation tool or researching a new surgical procedure. The project should be selected by the student in conjunction with the CI and should fill a need for the facility.

#### **Continuing Education Hours (CEH):**

In Florida, for every 160 hours a CI provides instruction to a UNF DPT student, the CI may receive 1 continuing education hour (CEH). A maximum of 6 CEHs are allowed per biennium per instructor.

To receive the CEH, please contact the department office. The Florida Board of Physical Therapy specifies that CEHs may only be granted to CIs who have completed the APTA CI Credentialing Course (CCIP) Level 1.

#### Continuing Education Courses:

The UNF Department of Physical Therapy may from time-to-time sponsor both basic and advanced continuing education courses. These courses are offered to affiliating clinical facilities at low or no cost as a benefit for providing clinical instruction to UNF DPT students.

#### 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 may request a waiver from the DCE.

1. Documentation of the 300 hours must accompany the request. If more than one student and/or more than one term are involved, documentation must include the following: student's name, term and year during which the supervision took place, and the number of hours for each student.
2. Documentation must be verified by Program Leader or his/her designee (the documentation should carry a signature from both the supervisor requesting the certificate and the Program Manager).
3. The certificate request and the accompanying documentation should be forwarded to Dr. Cathy O'Farrell in the College of Education and Human Services and she will issue the certificate.
4. A certificate to be used in exchange for tuition for two college courses may only be awarded to an individual Clinical Instructor one time.

#### Professional Recruitment:

Accepting students for clinical experiences 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. In addition, UNF Career Services typically hosts an annual Employer Showcase for students that is open to community partner organizations.

#### 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. Many CIs enjoy working with students and find great satisfaction in knowing they have facilitated the growth of a future physical therapist. Some CIs present a guest lecture or assist in labs in the PT program or become an adjunct faculty member. Other CIs may become SCCE's.

## 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. At times, clinical instructors may have difficulty providing students with appropriate feedback on affective behaviors. A review of the Professional Behaviors Assessment may assist CIs in providing students with objective feedback.

### Attendance and Tardiness:

Attendance in clinical education is essential. 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 and/or SCCE as soon as the clinical site opens or beforehand. ***Students are also required to notify the DCE and their preceptor by email and text message on any day of absence before 9:00am.*** Students should recognize that making up time in clinic can be challenging for many reasons including time-constraints, variable clinic schedules, and burden on site and CI. ***Students are expected to make up missed days in a manner that is acceptable to the clinical site and DCE.***

The student must adhere to the schedule established by the SCCE/CI at the clinical site. This might involve a schedule such as working four 10-hour days or working on weekend days. Additionally, students may be required to work holidays, and may be expected to work more than forty hours per week.

### Unexcused Absence:

Students are ***not permitted*** any unexcused absences during an experience. Unexcused absences include but are not limited to planned personal events, routine medical appointments, weddings, graduations and other social or personal events. Time off from an experience will not be granted to allow for individual “study time” to complete other course work, interviews, course assignments, in-services, to prepare for the licensure examination or for personal reasons. ***Unexcused absences demonstrate unprofessional behavior and may result in failure of the clinical experience and delay graduation.***

- Exceptions may be made if the student reaches out to the DCE ***prior*** to the start of the experience and an appropriate make-up time is agreed upon by DCE and CI/SCCE.
- Students will submit a written request to the DCE for time off a minimum of 6 weeks prior to the clinical experience.
- Exception cannot be guaranteed to the student.

#### Excused Absence:

Illness, physical or psychological injury preventing full participation in all clinical activities or an unanticipated family emergency may result in an excused absence. Students must request that the assigned CI excuse an unexpected absence as soon as possible *and report the excused absence to the DCE and preceptor immediately via email and cell phone text or call.*

Supporting documentation should be provided to the DCE, CI/SCCE, or both for the absence to remain excused.

**DO NOT** request time off from your CI and **DO NOT** make travel or activity arrangements until you have received approval for time off from the DCE.

Excused absences exceeding **1 day** due to illness or other unanticipated life events **must be made up**. The student and CI will work collaboratively to establish the plan for making up time and notify the DCE and preceptor. In cases of illness resulting in absences of **2 or more days** from clinic, documentation of illness and/or suitability to return to the facility from a physician/UNF Student Health Services should be provided. Any number of excused absences may result in an extension of the experience in order to make up the time and could possibly result in a delay in graduation.

#### Professional Conferences:

The faculty appreciate that opportunities for professional development may occur while students are in the clinic. The faculty supports students wanting to pursue development through attending professional conferences. Attendance at conferences should be completed outside of full-time clinical experiences. Should you choose to attend a local or regional conference while on rotation, this should not involve any missed clinic time. Students should be mindful not to allow these events to distract from clinical learning experiences.

Students are permitted to attend state and national conferences during their clinical experiences if they meet the following criteria (in order):

1. Have had a poster or session accepted for presentation or a professional leadership obligation
2. Have requested approval in writing for conference attendance while on clinical experience from DCE
3. Have requested approval in writing for conference attendance while on clinical experience from CI
  - Provides draft of email to CI/SCCE requesting approval to DCE
  - Proposes plan for proactively making up missed clinical time with CI
4. Notifies DCE in writing of plan for making up missed clinical time with CI
5. Presents inservice on topic relevant to clinic from conference and submits inservice evaluation form on Canvas
6. Total time away from clinic should not exceed a total of 2 days during a given clinical experience

#### Interviews for Residency and/or Employment:

Students may be permitted time away from the clinical experiences for interviews at the DCE's discretion and with CI approval. Ideally, interviews should be arranged outside of clinical experience hours and should not disrupt the clinical experience schedule. Students should make every effort to avoid needing to request time off for interviews.

#### 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. If the student does not meet the dress requirements of the clinical site, the CI or SCCE 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. Tattoos must be covered. Long hair should be tied back, and nails must be short and neat. The use of artificial fingernails 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 student grooming and attire is determined by the SCCE and/or CI at the clinical site.

Each student must wear their name tag each day of the clinical experience. The name tag states the student's name and "Student Physical Therapist." Each student is required to obtain his/her own lab coat or scrubs as required by the clinical site.

#### Cell Phone Policy:

Students will not respond to phone or text messages while in clinic. ***They will discuss cell phone use with their CI.*** It may be permissible to use a cell phone while on break or during an emergency as long as it is consistent with clinic policy. Students will comply with site specific policies regarding video/photos both with and without patients.

#### Student Evaluation:

During each rotation, students are evaluated on their performance in multiple areas according to the guidelines of the Clinical Performance Instrument (CPI Web). Students must achieve minimum competencies in order to achieve a passing grade for each clinical education experience. The CPI is available on the CPI website once training through the APTA Learning Center is completed.

A weekly Progress Report may also be used to provide a mechanism for tracking student progress, particularly in areas of concern.

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 DCE should be notified ASAP and a written Critical Incident Report, Action Plan and/or, Remediation Plan should be put into place.

#### Midterm Conference:

The CI and the student must meet to formally review the student's performance at midterm as measured on the CPI. 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 the CPI, their own assessment, as well as the other's assessment. 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 DCE and their assigned faculty member preceptor.

The DCE or assigned faculty preceptor will contact the student and CI around the time of the midterm conference. Ideally, the University faculty member will be able to interview both the CI and the student. The SCCE 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 may involve a site visit, a telephone interview, or a video conference. 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, SCCEs 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 in conjunction with the CI/SCCE. The University faculty member documents midterm progress.

The midterm conference provides an opportunity to discuss the 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 or Remediation Plan may be developed. This plan will identify specific goals that need to be reached, and strategies that will be employed to remediate the deficiencies. The faculty member, the CI, and the student will sign the Plan, and follow-up phone calls or visits will occur as deemed necessary by the faculty member. The goal of the Remediation or Action Plan is to help the student and clinical instructor(s) work together to facilitate successful completion of the clinical experience.

Midterm conferences also help to promote effective communication between the University faculty and the faculty at clinical sites. It enables the DCE and clinical 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. Further, it allows for assessment of the academic-clinical partnership and is an opportunity to share feedback to enhance outcomes for all stakeholders.

The DCE is always available to offer assistance to sites and students should any issues arise during the clinical education experience. The student, CI, and/or SCCE are encouraged to contact the DCE with any questions or concerns. Communication should occur early and often as needed.

#### Final Conference:

At the end of the clinical experience, the student and the CI will meet formally to review the completed CPI and share feedback. Again, the CPI should be signed by both parties.

#### Grading:

In accordance with APTA and Program policies, the DCE is responsible for assigning the final grade utilizing the criteria described below. Assigned grades are based on the information

contained in the CPI and in consultation with the student, CI, and SCCE. The type of clinical experience and setting, type of patients seen, degree of challenge presented, pace, and expectations of the clinic are all considered. Students will receive a grade of Pass, Fail, Withdrawal, or Incomplete. Any student who does not meet the minimum passing criteria for any clinical education experience cannot receive a grade of Pass. Any course which does not end with a grade of Pass must be repeated. Criteria for grading are as follows:

Pass:

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.

Fail:

Minimum competency levels, as defined for each course, have not been reached by the end of the clinical experience as a result of:

- 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 SCCE and/or CI requests removal of the student for good cause (e.g. insubordination, noncompliance with policies or procedures, unsafe, unprofessional, or unethical behavior).

Withdrawal:

In addition to University policy, the following criteria may 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, SCCE, and DCE agree that the site is unable to meet or accommodate the student's learning needs.

Incomplete:

A grade of Incomplete is warranted with these conditions:

- For CPI Criteria 1-6, the student has reached the competency level required for this clinical course; and
- The DCE has determined that failure to meet minimum competency levels required for this clinical course for CPI Criteria 7-18 is due to extenuating circumstances; or
- Student does not submit supporting documentation in time for the DCE to submit a grade for the semester.

Clinical Rotation Course Probation:

Any student who receives a grade of "F", withdrawal, or incomplete, for a clinical rotation will be required to complete a remediation plan. Once this plan is accepted by the DCE, the DCE will work with the student on an intervention and/or initiate the process of placing the student on a repeat clinical as soon as feasible. This must be completed before the student can continue in the Program. Upon receiving an "F" in a clinical rotation, a student will have one, and only one

opportunity to remediate the clinical rotation by repeating the clinical. Should the student receive a second grade of “F” for a clinical rotation the student will be dismissed from the Program.

#### Dismissal:

Grounds for dismissal from the Doctor of Physical Therapy Program are based on clinical performance including any of the following:

- Failure to successfully remediate the failed clinical rotation.
- Failure of a subsequent clinical rotation.

#### Compliance with Policies and Procedures:

The Physical Therapy Program 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 SCCE 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 affiliation agreement, the clinical education site may request the University to remove any student upon good cause. Should any problem arise with noncompliance of policies or procedures, the SCCE or CI should notify the DCE who will 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 may result in a grade of Fail for that student.

Failure to report to the clinical site on any assigned day or leaving the clinical site without permission of the CI/SCCE or DCE may result in removal from the site and a grade of Fail. 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 rotations at different types of facilities including urban hospitals, community hospitals, skilled nursing facilities, trauma centers, rehabilitation centers, private practices, and specialty settings, including, but not limited to: pediatrics, school systems, home health care agencies, burn units, and sports medicine centers. The UNF Physical Therapy Program strives to have each student complete a minimum of one inpatient, one outpatient, and one specialized setting prior to graduation. Each student typically is required to complete one inpatient rotation (acute care, skilled nursing facility, acute inpatient rehabilitation or specialty hospital), one outpatient facility, and one out-of-area rotation. Students may not affiliate at their site of employment.

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 DCE/program faculty. The primary considerations in site selection are a quality and diverse educational experience for each student to achieve the goal of clinical competence of the student per each clinical experience.



Changes in facility staffing, cancellations, and other unexpected circumstances may create the need to reassign a student following initial placements. Students are advised that cancellation and/or reassignment of a clinical rotation may occur at any time prior to 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, circumstances could require altering the student's desired time frame for graduation.

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

### **Affiliation Agreement Development Process:**

Clinical education experiences are established based upon the educational opportunities offered and the type of practice and supervision provided. The DCE initiates affiliation agreements. Depending on the current workload of the Dean's and General Counsel's offices, a student may be able to request one new site agreement with at least one year's notice. The student may not contact the site to set up an agreement but is required to provide all site information to the DCE, so the DCE may initiate contact. The DCE will initiate this process following the guidelines provided by the Brooks College of Health utilizing the "Request for New BCH Affiliation Agreements Required Elements" sheet.

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 agreement defines the responsibilities of each party. If a student requests a new site and the process is successful, the student **must** fulfill a rotation at that facility, if one is offered.

### **Site Selection Process:**

Once an affiliation agreement is in place, the SCCE is asked to complete a Clinical Site Information Form (CSIF) online. 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. CSIFs are made available for students to review prior to consideration of clinical placements.

#### **Site Requests:**

During March of each year, the DCE will submit requests for clinical availability for the upcoming year to each SCCE. SCCEs complete the forms/requests and return them to the DCE. A list of available clinical opportunities will be posted for student review.

#### **Student Preferences:**

Following review of available sites, site evaluations, and CSIFs, students submit a preference list to the DCE for consideration. Preference lists have a specified due date, and if a student does not

turn in a list or turns it in late, the student will choose from sites still available after the initial round of placements. Students are encouraged to consult with the DCE/ADCE regarding questions surrounding clinical placement as well as understanding site characteristics. Placements will be made with an effort to facilitate optimal fit between students and sites.

#### Out of Area Requirements:

Students are expected to complete at least one clinical rotation outside of the local area, or in another state. The following areas will be considered local sites: Amelia Island, St. Augustine, Fleming Island, Orange Park, and Green Cove Springs. A distance of 50 miles from the UNF campus is utilized as the threshold for determining nonlocal sites. However, all determinations are subject to DCE approval. The intent of clinical experiences is to provide students with diversity of clinical sites and exposure to clinical practice in a variety of settings and locations.

#### Student Responsibility for Costs:

Students are responsible for their transportation and housing costs incurred during clinical experiences and as such should plan for and anticipate the financial impact of living out of area and associated travel necessary to complete these experiences.

#### Hardship Considerations:

If a student believes they have extenuating circumstances regarding their clinical placements, they may discuss their situation with the DCE and claim a “hardship”. Eligibility for a hardship will be determined by a task force including the DCE, Department Chair, and an additional faculty member. Hardships could include: caring for an ill family member, being a single parent caring for a small child, etc. Hardships do not include financial or housing considerations.

***Hardships should be discussed with the DCE prior to submitting the preference list.***

#### Confirming Placement to Site:

After internal confirmation of student placement, SCCEs are notified which placements will be used and given the relevant student information. Sites which have not been selected will be notified so the openings may be made available to other schools.

### **Responsibilities Following Site Placement Confirmations:**

#### DCE:

The DCE notifies the SCCE that a placement has been confirmed and supplies the SCCE with contact information for the assigned student(s).

#### STUDENT

1. 6-8 weeks prior to experience, email to the SCCE:
  - Letter of introduction
  - Student Data Form describing previous experiences and student goals
  - \*\*\*Will transition to Exxat Student Profile Link
2. Prior to the end of the first week of the rotation, submit to DCE:
  - CI Information Assignment (\*\*\*Will transition to Exxat)

- End of Week 1 Assignment Form/Survey (check-in form)

**SCCE:**

1. The SCCE assigns a CI to be responsible for the student and notifies the CI of the student's background and assigned rotation dates.
2. Approximately 6 weeks prior to start date of rotation, notifies student and DCE of any additional site requirements, CI information (if known), and orientation information.

**EVALUATION COMPONENT OF PROGRAM:**

Evaluation is an important component of the clinical education program. This includes ongoing assessments of clinical sites, clinical instructors, students, and the curriculum of the PT program. Mechanisms are in place for formal evaluations of students, sites, and CIs, as well the UNF DPT program DCE.

In addition, informal feedback is sought through midterm conferences and on an on-going basis. Additional feedback from CIs, SCCEs or students is always welcome to assist in quality improvement of the program.

R - December 2022