

INTRODUCTION

This portion of the Physical Therapy Student Handbook: Part II: Clinical, presents the expectations, requirements, and procedures that govern clinical internships within Clarkson's DPT program and the Department of Physical Therapy. More complete information, and additional information regarding the entire program can be found in the Physical Therapy Student Handbook Part I: Academic.

ACCREDITATION

The public has the right to know the accreditation status of the University and Program. The current accreditation status of the University and Program is:

Accredited by the Middle States Commission on Higher Education (1 July 2009). The Doctor of Physical Therapy degree was added to Middle States Accreditation on 28 March 2006, and is included in the most recent accreditation.

Approved by the Board of Regents of the University of the State of New York to offer a Doctor of Physical Therapy degree-granting Program (18 May 2005).

Accredited by The Commission on Accreditation in Physical Therapy Education's (CAPTE) as a Program for physical therapist education (16 November 2001). Accreditation was reaffirmed on 28 October 2009.

DEFINITIONS (General)

Department:	The physical therapy academic unit within the School of Arts and Sciences.
Program:	The Doctor of Physical Therapy degree curriculum that is provided by the Department of Physical Therapy.
GRASP:	Group Review of Academic Standing and Progression.
CAPTE:	Commission on Accreditation of Physical Therapy Education.

REVISIONS

The Physical Therapy Student Handbook: Part I and Part II is to be reviewed at least annually and updated as necessary.

COMPLAINTS

The public, clinical affiliates, patients, and students have the right to submit complaints to the University, Department, or to the Commission on Accreditation of Physical Therapy Education (CAPTE), concerning the University or the Program.

All complaints are to be submitted in writing, and must contain the name and address for the person registering a complaint. An e-mail message with a valid e-mail address via a valid Internet Service Provider will be considered a written complaint. All complaints must include a full name and address (an e-mail address is acceptable) for the person submitting a complaint. It is the responsibility of the complainant to notify the Program or University of any change in address (mail or e-mail). Failure to maintain an address of contact with the Program will negate submission of a complaint.

Complainants have the right to register a complaint concerning the institution (Clarkson University) or the Program (Department of Physical Therapy) directly to the University. Such complaints are to be in writing, and addressed to the Department of Physical Therapy:

Chairperson
Department of Physical Therapy
Clarkson University
C.U. Box 5880
Potsdam, NY 13699-5880

If a complainant wishes to register a complaint without going through the Department, written complaints are to be to:

Dean School of Arts & Sciences Clarkson University C.U. Box 5815 Potsdam, NY 13699-5815	or	Provost Clarkson University C.U. Box 5505 Potsdam, NY 13699-5505
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Complainants have the right to register a complaint concerning the institution (Clarkson University) or the Program (Department of Physical Therapy) directly to the agency responsible for accreditation of the Program. This agency is CAPTE. Such complaints should be in writing, and addressed to:

Commission on Accreditation in Physical Therapy Education
American Physical Therapy Association
1111 North Fairfax St.
Alexandria, VA 22314

A staff contact list for CAPTE is available on the web site of the APTA at http://www.apta.org/AM/Template.cfm?Section=Staff_Contact_List&Template=/TaggedPage/TaggedPageDisplay.cfm&TPLID=48&ContentID=51036.

GENERAL

Clarkson's policies on Equal Opportunity, Campus Crime Statistics, Protection of Privacy, Non-immigrant Alien Students, and Changes in Curricula, are available on the University web site at <http://www.clarkson.edu/>

DEFINITIONS (Clinical)

DCE: Director of Clinical Education
CCCE: Center Coordinator of Clinical Education
CI: Clinical Instructor

FACULTY ROLES IN CLINICAL EDUCATION

DCE

Role

The DCE is the core faculty member responsible for coordinating the clinical internships and experiences required within the program, and serves as liaison between the program and clinical facilities. The DCE, in cooperation with other academic faculty, 1) establishes clinical and facility standards, 2) selects and evaluates clinical facilities, and 3) facilitates on-going development of, and communication with, clinical facilities and clinical faculty. The DCE plans, facilitates, administers, and monitor activities on behalf of, and in coordination with, the academic and clinical faculty of the program. These activities include, but are not limited to:

1. Developing, monitoring, and refining the clinical education component of the curriculum;
2. Facilitating quality learning experiences for students during clinical education;
3. Evaluating students' performance, in cooperation with clinical faculty, to determine each student's ability to integrate didactic and clinical learning experiences and progress within the curriculum;
4. Selecting clinical learning environments that demonstrate characteristics of sound patient management, ethical and professional behavior, and currency with physical therapy practice;
5. Providing and maintaining documented records and assessment of the clinical education component of the program (including clinical internship sites, clinical faculty, etc);
6. Actively engaging core faculty in clinical education planning, implementation, and assessment; and
7. Promoting and providing development opportunities for clinical faculty.

Evaluation

The DCE is evaluated by students, clinical faculty, and core faculty on a regular basis. A Director of Clinical Education Assessment Tool exists for each population to assist in this process. The DCE also actively seeks and receives regular feedback from all stakeholders on an ongoing basis through phone calls, site visits, student meetings, student focus groups, and faculty meetings. The DCE gathers information on the efficacy and efficiency of the clinical education process through the site visit form and the clinical faculty evaluation form, and summarizes these data following each internship in a course wrap-up report.

CCCE and CI

The CCCE is the individual responsible for coordinating the clinical education program in the contracted facility, and is the clinical counterpart to the DCE. The CCCE may, or may not be, the same person as the Clinical Instructor. The Clinical Instructor is the primary clinical supervisor for a student at the contracted facility.

The roles and responsibilities of clinical faculty, CCCEs, and CIs, to the clinical component of the program curriculum are to:

1. Demonstrate knowledge of contemporary clinical practice issues, issues in health care delivery, and management of a clinical education program;
2. Demonstrate ethical and legal behavior and conduct according to applicable state and federal regulations that meets or exceeds the expectations of members of the program faculty;
3. Maintain regular communication with the academic program, including completion of all required forms (clinical site information form, annual request forms, clinical education agreements, student performance assessments, and progress updates);
4. Disseminate and/or review information on a regular basis regarding the program with respect to academic and clinical program expectations, and internship course requirements;
5. To plan and implement alternative or remedial learning experiences in collaboration with the DCE for students experiencing difficulty or students demonstrating exemplary performance;
6. Manage and/or participate in the facility's clinical education program effectively, including knowledge of the facility's student goals and objectives, available teaching/learning opportunities and experiences, the overall student placement process, and to provide resources and plans for CI training and professional development;
7. Demonstrate effective communication skills with students, patients, colleagues, and program faculty, and administrative support;
8. Define student performance expectations clearly, and provide constructive feedback as appropriate; and
9. Create a positive environment conducive to student learning.
10. Supervise, mentor and instruct students during clinical experience.

Expectations of Clinical Instructors

Clarkson's program supports the expectations for clinical instructor competence as described in the *APTA Guidelines and Self-Assessments for Clinical Instructors* (APTA 2004). More specifically, the program expects that clinical instructors will demonstrate the following minimum qualifications:

1. Completion of an entry level physical therapy education program with current state licensure to practice; and
2. One year of clinical experience.

In addition to the minimum qualifications, the program has the following goals for qualifications of CIs:

1. 50% of clinical instructors for all clinical internships will have obtained an advanced degree in physical therapy or a related field;
2. 50% of clinical instructors for all internships will have Level I APTA CI credentialing;
3. 10% of clinical instructors for the 3rd and 4th internships will have Level II APTA CI credentialing by 2010;
4. 75% of clinical instructors will have taken continuing education in their area of practice within the last two years; and
5. 10% of clinical instructors will have obtained specialist or advanced certification in their area of practice by 2010.

GRADUATE PHYSICAL THERAPY PROFESSIONAL CURRICULUM

Introduction

The graduate physical therapy professional curriculum leading to the Doctor of Physical Therapy (DPT) degree requires eight (8) consecutive semesters, starting in the Fall semester, and finishing at the end of the Spring semester three (3) years later. Each year is divided into three (3) semesters (trimesters), and includes clinical education internships. Clinical Internships are presented below in *italic* print.

By Semester

	Cr. Hrs.
Fall — Semester 1	
PT 505 Foundational Sciences for Physical Therapy	9
PT 506 Professional Foundation for Physical Therapy	2
PT 508 Principles of Measurement	1
Spring — Semester 2	
PT 515 Cardiopulmonary/Exercise Science	9
<i>PT 517 Professional Practice I</i>	2
PT 518 Evidence-Based Practice	1
Summer — Semester 3	
PT 525 Musculoskeletal Physical Therapy	9
<i>PT 527 Professional Practice Preparation</i>	2
PT 528 Physical Therapy Research Design	1
Fall — Semester 4	
<i>PT 537 Professional Practice II</i>	6
PT 605 Neuromuscular Physical Therapy I	3
<i>PT 607 Professional Practice III</i>	2
PT 608 Physical Therapy Data Analysis	1
Spring — Semester 5	
PT 606 Neuromuscular Physical Therapy II	6
PT 615 Physical Therapy for Multiple Systems Disorders I	3
<i>PT 617 Professional Practice IV</i>	2
PT 618 Research Data Collection	1
Summer — Semester 6	
PT 616 Physical Therapy for Multiple System Disorders II	6
<i>PT 627 Professional Practice V</i>	7
Fall — Semester 7	
PT 645 Practice Management in the Autonomous Environment	8
PT 648 Writing & Presenting Research	2
PT 657 Advanced Clinical Skills	1
PT 665 Social Responsibility & Advocacy	1
Spring — Semester 8	
<i>PT 667 Professional Practice VI</i>	8
<i>PT 677 Professional Practice VII</i>	8

Course Descriptions – Clinical Education Experiences Through the Curriculum

PT 517: Professional Practice I (2 credit hours)

Participation in planned small group part time professional practice experiences. Observation and participation in Phase II and III cardiac rehabilitation, skilled nursing, pediatrics, and acute care, with emphasis on examination and intervention for patients with cardiac and pulmonary illness or disease. Emphasis on addressing administrative and professional issues inherent to such clinical environments. Integration of these professional practice experiences with the case studies used in PT 515 Cardiopulmonary-Exercise Science.

PT 527: Professional Practice Preparation (2 credit hours)

Focuses of this experience are 1) orientation of students to the clinical setting they will attend in PT 537, 2) exposure to examination and interventions primarily for patients in acute care, cardiopulmonary, or orthopedic, environments, and 3) to observe professional parameters of clinical practice in such environments. Discussion of clinical practice and administrative issues pertinent to orthopedic environments. Integration of these clinical experiences with the case studies used in PT 525 Musculoskeletal Physical Therapy.

PT 537: Professional Practice II (6 credit hours/August – October)

The first full-time internship course within the DPT curriculum, students participate in eight weeks of full time internship at an orthopedic or acute care/cardiopulmonary setting following the third semester. Students synthesize their knowledge of musculoskeletal and/or cardiopulmonary disorders and gain an appreciation for managing multiple patients and responsibilities. The focus of this internship is on the patient/client management process-examination, evaluation, diagnosis, prognosis, intervention, and outcomes-for patients within these settings with a variety of impairments leading to activity and participation limitations.

PT 607: Professional Practice III (2 credit hours/October – March)

A 12-week part-time clinical experience integrating clinical skills and practice management related to individuals with neurologic impairments and disorders. Students will have the opportunity to practice patient interaction and management skills, clinical skills, and increase their knowledge of this complex patient population. Students will work with the patients similar in diagnosis as discussed within tutorial cases and study concepts related to case management and policies that govern the clinical setting. This course will culminate with an in-house 2-week intensive, student-run clinic for neurologically impaired individuals.

PT 617: Professional Practice IV (2 credit hours)

Students will develop and implement a wellness project for participating facilities. Each student will participate in at least six hours of wellness/prevention activities and/or education by developing and implementing a project selected by the facility (4-6 hours estimated per session based on preparation, performance, analysis of outcomes, and program changes for future sessions). Each student will attend to established program goals in order to prepare and implement an effective wellness session. The students, working with peers, are also expected to assess outcomes on an ongoing basis to modify methodologies to obtain the desired behavioral response from the participants.

PT 627: Professional Practice V (7 credit hours/June – September)

The second full-time internship course within the curriculum, students will participate in a 10-week, full-time clinical internship scheduled during the summer semester of their second year at selected clinical education sites. The focus of this internship is on the implementation of the PT patient/client management process for complex patients with a variety of impairments leading to activity and participation limitations. Financial aspects of patient care; supervision of support personnel; communication and education of patients, their families, peers, and interdisciplinary team members; and professional behavior development will be emphasized and progressed during this experience.

PT 667: Professional Practice VI (8 credit hours/January – March)

The third full-time internship course within the curriculum, students will participate in a 10-week, full-time clinical internship scheduled during the first half of the final spring semester at selected clinical education sites. The focus of this internship is on the application and refinement of the PT patient/client management process for complex patients with a variety of impairments leading to activity and participation limitations. The administrative and financial aspects of patient care; consultation; communication and education of patients, their families, peer, and interdisciplinary team members; and continued professional development will be emphasized and progressed during this experience.

PT 677: Professional Practice VII (8 credit hours/March – May)

The fourth and final full-time internship course within the curriculum, students will participate in a 10-week, clinical internship scheduled during the second half of the final spring semester at selected clinical sites. The focus of this internship is on the application and refinement of the PT patient/client management process for complex patients with a variety of impairments leading to activity and participation limitations. Continued professional development, administrative and financial aspects of patient care; promotion of the profession, pro bono opportunities, and communication and education of patients, their families, peers, and interdisciplinary team members will be emphasized and progressed during this experience.

STANDARDS AND REQUIREMENTS

Introduction

Clinical Education forms can be obtained online from the Physical Therapy Department website, Moodle course shell or from the Department secretary located in room 212. Students are required to check the clinical education bulletin board, their e-mail, and Moodle course shells regularly for clinical education requirements and updates. Students are also required to submit contact information (phone number, address, etc) to the Department secretary prior to leaving the area for each of their full time internships.

Preparation and Readiness

Academic Standards

All students are reviewed at the mid-point and end of the semester within the structure of a Group Review of Academic Standing and Progression (GRASP), and following completion of each clinical internship except for Professional Practice VII. Decisions concerning academic, professional, and clinical performance are reviewed within the GRASP structure, and are made with the greatest amount of information of all performance and behaviors previously observed that are available to Department faculty. Decisions are applied in an equitable manner for all students.

To participate in the clinical education portion of the DPT program, students must have an acceptable academic status (Good Standing or Probation). An academic status of Good Standing requires that a student have:

1. No grade below C+ in a semester;
2. A semester grade point average of B (3.0 on a 4.0 scale); and
3. A cumulative grade point average of B (3.0 on a 4.0 scale).

An academic status of Probation requires that the faculty, acting under the aegis of GRASP, determine that a student who does not meet the conditions for an academic status of Good Standing may continue in the program with expectations for remediation (if required) listed in writing. Meeting the requirements for Good Standing for the following semester is also required, as students may not be permitted to continue in the program if on Probation for two consecutive semesters.

Academic Requirements and Clinical Practice Review

The clinical readiness of each student is determined under the aegis of GRASP prior to the student being permitted to begin the next clinical internship. Remediation for students who have not demonstrated clinical readiness may be permitted, and must be completed successfully, as approved by the faculty, prior to the student being permitted to begin the next clinical internship.

Students learn safety procedures for clinical practice through clinical laboratory practice, inquiry seminars, tutorials, and assigned reading. Demonstration of appropriate safety behaviors is observed in all aspects of the curriculum, and evaluation of these behaviors is cumulative throughout the curriculum. Safety includes essential patient handling skills, knowledge of contraindications and physical safety issues, as well as knowledge of essential ethical and legal issues. Student understanding of safety is evaluated through mastery learning of clinical skills and written examinations. Lack of safe behavior in any program environment may result in Department action up to, and including, Separation. The safety requirement for clinical skills is successful completion of 100% in all safety procedures.

Students must meet these safety requirements to continue in the next semester or clinical internship assignment. Students *must* achieve mastery learning standards and safety *prior* to being allowed to participate in clinical experiences. Students who do not pass knowledge, clinical skills, safety and ethical examinations will not be allowed to participate in clinical experiences. Students may be allowed to study and repeat testing, to a maximum of two (2) repeats, to qualify to participate in clinical education experiences. Students who are not able to achieve the requirements may be unable to complete their scheduled clinical experience, which may prevent the student from continuing in the program.

Students who have passed all components of a course, but about whom faculty have concerns, will be identified prior to the end of a semester. The DCE and the student's advisor will meet with such students prior to the end of a semester to focus on clinical objectives, and to identify learning strategies for successful clinical experiences. When deemed appropriate by the DCE or the student's advisor, such issues may be discussed under the aegis of GRASP.

Students are responsible for informing their CI when asked to perform a task for which they have not yet learned safety procedures. Students who demonstrate marginal, but passing, performance during an internship will meet with the DCE, and advisor upon returning to campus. The purpose of these meetings is to identify learning objectives and strategies for safe and productive clinical experiences.

Students are expected to report any safety violations, accidents, or malfunctioning equipment to the proper person (CI, CCCE, DCE, or when necessary public safety officers) *immediately*.

PROFESSIONAL RESPONSIBILITIES AND EXPECTATIONS

Preparation Documentation

Students are responsible for writing a letter of introduction and completing a student profile form prior to attending each internship. The profile form includes student goals to be achieved, and desired experiences for each internship. Profile forms will be reviewed, approved, and signed by the DCE. Once approved and signed, the forms and documents required by the clinical site are sent to the CCCE at least one (1) month prior to the start of the internship. At the beginning of each internship students should meet with their clinical instructor to review and modify these goals depending on resources available at the clinical site.

Students are also responsible for calling their clinic at least two (2) weeks prior to their start date. As timeliness is a distinct aspect of professionalism, missed deadlines or incomplete information will result in administrative action.

Students are to have with them the following documentation while at their clinic:

1. Assessment forms (part time forms or CPI, as appropriate);
2. Weekly Goal Forms;
3. Physical Therapist Student Evaluation Form;
4. Clinical Faculty Evaluation Form; and
5. Course Syllabus.

Professional Requirements

Students are expected to behave in a professional manner and to follow all facility rules during clinical internships. Information and knowledge concerning all patients, and not only patients being treated by a student, is confidential. Unprofessional behavior may result in removal from the internship, and is

referred to GRASP when necessary. Decisions by GRASP may include instituting a change in academic status, up to, and including Separation.

Students are expected to read, review, and follow all policies and procedures of their host clinical internship site. These policies and procedures may include (but are not limited to):

1. Completing personal paperwork, including human resource or departmental documents;
2. Completing all patient charts and documentation according to facility standards; and
3. Following dress code.

Attendance

Students are expected to notify their Clinical Instructor (CI) and the Director of Clinical Education (DCE) prior to the start of the workday if they will be unable to be in the clinic that day due to illness or unexpected circumstances. Any planned absences must be approved by the DCE and the CI prior to the start of the internship, with plans to make up the time as needed. Any changes to the clinical schedule must also be reported to the DCE. Students on internship are expected to follow the clinic's schedule for holidays, weekends, etc., not the Clarkson academic calendar. Any time missed due to site closure (i.e., snow days at school sites) needs to be made up.

Students are expected to attend 37.5-40 hours per week for full-time clinical internships. The student's specific schedule is determined by the clinical site instructor—students are expected to assume the schedule of their clinical instructor(s). All schedule variances from this expectation must be discussed with the DCE. Students may not miss more than 5% of the total clinical time. Any missed internship time over the 5% limit is to be made up per the discretion of your clinical instructor and as approved by the DCE. This limit is only designated for illness, emergencies, and professional development activities—not for scheduled days off. In the case of illness or emergency, students must contact both the CI and the DCE. For professional development activities, it is the student's responsibility to plan ahead. These activities should be scheduled after internship hours whenever possible. If scheduling during work hours is necessary, students must first request and receive approval for the time off from their CI, providing *at least* two weeks notice and taking into account patient care schedules. *If* the request is granted by the clinical instructor, students are to contact the DCE and provide the following information: type of professional development activity, date of the activity, and requested time off. The CI should also email or call the DCE to confirm this request. In addition, it is the student's responsibility to discuss holidays and/or time when the facility is closed that may require additional time be made up during the first week of the internship so that requirements will be met and alterations can be made.

STUDENT CONCERNS DURING INTERNSHIPS

Should a need arise to file a formal concern regarding a clinical education experience, students are expected to follow the procedure presented below. If students are unsure of clinical education regulations or procedures, they must contact the DCE or program office for clarification.

As the DCE is the official Clarkson contact for students experiencing a problem while on internship, students should report their concern to the DCE immediately. The DCE and the student will establish whether or not the student will need DCE support or presence to discuss concerns with the CCCE and/or CI. If it is established that the DCE needs to be present for a meeting, the DCE contacts the CCCE and/or CI to arrange a meeting time, and make appropriate travel arrangements. When the DCE is not available, a designee is assigned by the DCE. Depending on the severity of the situation, students may be removed from a clinical environment, or an agreement may be reached that allows students to complete the rotation

at that clinical education site. The DCE will present the situation and outcomes to the core faculty and a decision will be made whether further action is necessary.

ADA POLICY

Any student who feels he or she may require academic or clinical accommodations based on the impact of a documented disability should contact the office of Accommodative Services prior to the commencement of each internship course. The office of Accommodative Services assists students through the process of disability verification and coordination of appropriate and reasonable accommodations. For information contact: Sheila McCarthy, Director of Accommodative Services; Student Success Center, 110 ERC; (315) 268-7643; smccarth@clarkson.edu.

HEALTH INFORMATION AND SITE REQUIREMENTS

Students must ensure that the following items are updated for *each* internship by the date specified by the Department.

1. Annual physical examination;
2. Annual PPD (must be current during entire internship);
3. Immunizations; and
4. CPR certification.

Physical Examinations

Students are required to have an annual physical examination completed each year.

Immunizations

Certifications of certain immunizations are required by New York State law, and by our legal contracts with clinical internship sites. Expenses for the physical and immunizations are the students' responsibility. Students are required to provide official certification of such immunizations in effect at the time of matriculation in the program, and to maintain such immunizations in force throughout the program.

Acceptable certification may include:

1. An official health department document clearly indicating the immunization, date, and contact information that permits the Department to confirm the document;
2. An original (not photocopy) letter on the provider's office letterhead from a physician or facility that has provided the immunization, in which the immunization, date, and contact information that permits the Department to confirm the document are clearly indicated.

Certification of the following immunizations are required:

1. Tetanus immunization within the past 10 years;
2. Negative PPD (Mantoux) every 12 months. If a reactive tine test generates a false positive, an original letter on the provider's office letterhead of radiologist's report of a chest x-ray, to be

- taken at the student's expense, must be provided every 12 months; If a reactive titer test is positive the DCE is to be notified immediately for appropriate follow up;
3. MMR—Proof of immunization, documented evidence of having had the disease, or Titer demonstrating immunity; and
 4. Hepatitis B—New York State law and Clarkson University regulations do not require students to have received vaccination for Hepatitis B to matriculate at Clarkson. However, evidence of vaccination or waiver of the vaccination for Hepatitis B is required by several clinical internship facilities. Therefore consideration with respect to vaccination for Hepatitis B is required for the internship process and therefore must be documented.

During Orientation, review of official certifications will be performed by a Department staff member who will visually confirm the certification. It is the student's responsibility to:

1. Bring official certification to Orientation, and provide updated certifications as necessary;
2. Maintain the original certification in her/his possession while in the program, and
3. Provide new certification each time an immunization is required to be updated.

Prior to each internship, students are to ensure that their physical examination and all listed immunizations are current. Some facilities require additional immunizations and/or additional health information, and are the student's financial responsibility. Such requirements are included in the Clinical Site Information Form. Documentation of additional immunizations shall be provided in the same manner and on the same schedule as for required immunizations.

Copies of completed physical examinations and documentation of immunizations *must* be sent to the clinic site prior to the start of the clinical experience. Failure to do so may result in removal from a clinical site, and possible failure of the clinical internship.

Copies of the completed physical examinations and all documentation of immunizations *must* be on file in the Student Health Center prior to the beginning of clinical internships. These documents may also be put on file in the Department if a student wishes to do so. The Department will take all reasonable measures to ensure security and privacy of this information.

Criminal Background Check

Some clinical internship sites require a criminal background check prior to beginning a clinical experience at that facility. Students are informed of this requirement during the site selection process. If a student selects a facility with this requirement, it is the student's financial responsibility to have the criminal background check performed. Students must follow proper procedures for implementing the criminal background check. The student is responsible for ensuring a copy of the background check is received by the facility in a timely manner.

Drug Testing

Some clinical internship sites require drug testing prior to participation in patient care at the facility. Students must comply with test procedures and pass the test to remain assigned at that facility. Students are informed of this requirement during the site selection process. If the student selects a facility with this requirement, it is the student's financial responsibility (when applicable). The student is responsible for ensuring a copy of the drug test is received by the facility in a timely manner.

Self-Care Behaviors

Because physical contact is inherent in physical therapy, in both the academic and clinical settings, students must be aware of potential health risks, and take appropriate actions for maintaining personal safety and hygiene. Safety and health precautions are to be followed in clinical laboratory experiences, and in *all* patient care situations. Students will learn, and be tested on, standard precautions and these safety issues during academic and clinical laboratory components of the program. Students are responsible for being alert to such dangers during clinical practice, for following procedures, or for asking for assistance in cases when she/he does not know appropriate procedures. In the event of an emergency in a clinical setting, follow the clinic's normal procedure and contact the DCE as soon as possible.

Cardiopulmonary Resuscitation

CPR certification is required prior to starting any clinical internship. A training course is held on campus every Fall. Students are given course dates during Clinical Education Orientation.

Professional Liability Insurance

Professional liability insurance coverage for each student is required by each of the Department's clinical internship sites. *All* students are required to have liability insurance *prior* to starting internship assignments. This form of risk management minimizes risks to students and the University, while providing students opportunities to learn and develop during clinical experiences and internship assignments. A policy is purchased by the Department that covers each student in the program. The policy that covers these activities must be the one that is purchased through the Department, and the fee for this professional liability coverage *must* be paid annually.

Upon the Department's purchase of the blanket professional liability insurance policy, the insurer provides the Department with a Certificate of Insurance (COI). This COI is kept on file in the Department office, and is available for reference if necessary, or for copying to provide clinical sites as indication of professional liability insurance coverage.

Clarkson's Office of Risk Management, in cooperation with its vendors, oversees student health and professional liability (malpractice) issues. The Department DCE provides the Office of Risk Management with appropriate professional liability insurance information.

DRESS CODE

Standards of grooming and attire are expected of all students during presence in a clinical setting, regardless of whether the situation entails a 1) full-time clinical internship, 2) part-time clinical internship, 3) observation or didactic experience that takes place in a clinical environment, or 4) a patient experience that occurs within Clarkson Hall.

Nametags are required to be worn at all times in accordance with Federal law. The Department will provide an appropriate name tag during the first semester of the curriculum, or upon legal name change, at no charge. Replacement nametags must be ordered from the company used by the Department, and conform to the standard nametag provided by the Department. The cost of replacement nametags is the responsibility of the student.

While there may be clinical facilities that have dress requirements different than those of our Department, students are expected to adhere to the higher standard of appearance when the facility standard and the Department standard are different. The only circumstance in which a “lower” standard may apply is one in which a “uniform” type of dress may be counterproductive when working with patients, such as wearing a white coat in a pediatric environment, or when scrubs are expected in an intensive care unit. When in doubt, students are expected to contact the DCE to confirm expectations.

Appropriate clinical dress is considered to include business casual dress that maintains coverage of the body, especially the chest, abdomen, hips, low back, and any tattoos, during *active* exercise. For women this includes slacks and a blouse or knit top that is not see-through. For men this includes slacks and a button-up collared shirt. Both women and men should wear closed toe/heel shoes that are comfortable for long periods of standing and walking. Sports-type shoes of neutral color (black, white, tan) and without garish logos or lights are acceptable in most clinical facilities. White lab coats are required for the acute care clinical settings.

Appropriate clinical grooming requires that hair be clean, brushed or combed, and contained (if long hair). Beards and mustaches are acceptable if well formed, but stubble from a lack of shaving is not acceptable. While jewelry may be worn to work, it may not be worn during work with patients if there is any potential for scratching or impinging on patients during activity. A wrist watch must be available on your person anytime you are in the clinic. It may be worn on the wrist or carried in a pocket. If worn on the wrist, the potential for scratching or impinging on patients during activity must be considered. Pendants of a religious nature or for medical necessity (MedicAlert) may be worn if they are constrained inside the top being worn.

Items that are not acceptable include, but may not be limited to:

1. Body odor as a result of a lack of bathing;
2. Any perfumes;
3. Dangling jewelry (earrings, pendants, bracelets) and facial piercings (eyebrow, nose, tongue, etc.);
4. Visible tattoos;
5. Jeans;
6. Leggings;
7. Tank tops, short shirts, see through blouses or knit articles;
8. Shorts or short skirts;
9. Warm-ups or sweat suits;
10. Hats or caps;
11. Soiled, stained, or torn clothing;
12. Platform shoes;

13. Footwear that is open (toe or heel), in disrepair, worn without socks, or falls off easily; and
14. Clothing that reveals chest, abdomen, hips, low back, or buttocks during active exercise.

SELECTION OF CLINICAL INTERNSHIP SITES

Clinical Site Contracts

The Department and Clarkson's Department of Risk Management work together to acquire, monitor, and maintain clinical internship sites, and to ensure that the contractual arrangements with facilities are congruent with Clarkson University policies with regard to off-campus activities by students. Clarkson University maintains contracts with adequate clinical sites to meet the needs of the program. These contracts assure the rights and safety of persons involved in clinical education. All information pertaining to internship site selection is accessible to students to facilitate the decision making process. Clinical education internship sites are identified and solicited using procedures established by the Department. Sites are selected which adhere to the guidelines for Clinical Education established by the APTA, and are responsive to CAPTE criteria.

Clarkson University has a wide variety of clinical sites across the United States that utilize a variety of clinical education models. Clinical internships may be in the following environments:

1. Acute care;
2. Rehabilitation centers;
3. Outpatient care;
4. Home health care;
5. Public health;
6. Transition/swing care units;
7. Extended care facilities;
8. Skilled nursing facilities;
9. School based practices;
10. Industrial rehabilitation;
11. Fitness, wellness, and injury prevention practices; and
12. Athletic based practices.

New Site Development

New site development occurs on an on-going basis for the following reasons:

1. Need to increase choices of clinical sites for a particular setting;
2. Appropriate student experiences and opportunities; and
3. Student interest.

While negotiating a contract with a new site, the DCE inquires about student learning experiences, clinical faculty credentials, and unique learning opportunities. Minimum criteria required by the program of its clinical internship sites include:

1. Staffing by at least one licensed physical therapist who is a graduate of a physical therapy curriculum that is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE);
2. Designation of one licensed physical therapist as the Center Coordinator of Clinical Education (CCCE);

3. A willingness of the physical therapy staff and central administration to work with and support a clinical education program;
4. A patient load sufficient to provide the student(s) with opportunities to apply knowledge and increase skill in patient evaluation and intervention;
5. Adequate time, space, and equipment to accommodate students;
6. Commitment to high quality physical therapy student education;
7. Expressing positive attitudes toward students and faculty of Clarkson University regarding provision of physical therapy services in an appropriate work environment, and in a professional manner;
8. Providing appropriate supervision of patient examination, intervention, documentation, and billing procedures performed by students;
9. Having a documentation system for maintaining records of patient examination, intervention, progression, and re-assessment;
10. An up-to-date written agreement between the clinical facility and Clarkson University; and
11. Demonstration of ethical and legal behaviors, and conduct that meets or exceeds the expectations of the program's faculty.

In addition to the DCE developing new sites, students may also inquire about initiating a new site. Only the DCE, however, may solicit new sites. All such contacts *must* be made by the program's DCE. Students are prohibited from all contact with a facility in this process, including any initial contact to determine interest. Students submit site information and rationale for the initiation of the contract to the DCE utilizing the New Site Request Form. Students must provide the clinic information of possible sites by December of the year prior to the scheduled internship that the student would like to attend. This is required so that the DCE may make contact with the sites prior to sending a request form for the following year and to allow enough time for the contract process. Students may provide the DCE with up to two sites for possible contract initiation during their tenure in the program.

If a student facilitates the development of a new site and that site provides a slot for the upcoming internship, the student is required to select that site. In this case, the student is removed from the random selection process. Students must keep in mind that if Clarkson currently has a clinical site in the location the student is looking for, and the site they are interested in initiating is within the same setting type, the DCE may not allow a new site to be initiated. There is no guarantee that the contract process will be completed. Additionally, although the contract process may be completed, and the site offers a slot, the site may not offer a slot for the student's upcoming internship and therefore, the student may not have the opportunity to attend the clinical site.

SITE INFORMATION

Clinical Site Information Forms (CSIFs) are maintained for all active clinical education sites. One set of forms is located in the Department office, and a second set is located in the clinical education cupboard in the student wing. These forms provide current descriptions of the services and programs available at different clinical internship sites. They are available for students and faculty to review in the Department office during normal office hours. As they become available, students' clinical site evaluation forms are added to the clinics' files as well.

STUDENT CLINICAL INTERNSHIP SITE SELECTION AND REQUIREMENTS

The Physical Therapy program provides students with information regarding potential full-time clinical internship sites. File folders are available to students containing information from the clinical site's webpage, Clinical Site Information Form (CSIF) and Student Clinic Site Evaluation forms. Students are required to meet with the DCE prior to each selection to discuss their preferences and overall clinical education plan to ensure they experience a variety of settings and patient populations. While students select their sites, actual placements are based on student needs and goals, discussion with DCE and/or faculty, and overall DCE approval. Students *must* attend a variety of clinical internship settings; students may not complete more than two internships in the same setting. One of the four full time clinical experiences must be an orthopedic experience and one must be an acute care experience. Students are required to provide three preferences for each (4) full-time internship from the approved selection list only. Students are assigned to sites from their listed preferences through a computer database randomization process. Students must recognize that they may not always receive their first choice of sites as three preferences indicate three viable locations for that student. If a student does not receive one of the three preferred sites, the DCE meets with the student and discusses alternate options and locations available.

In addition, students are required to complete *at least* one full-time internship outside of the North Country (outside a 125-mile radius). This requirement is for the following reasons:

1. There are not enough local (within a 125-mile radius of Potsdam) facilities to accommodate all students;
2. To ensure all students experience a variety of settings that the rural North Country community does not provide;
3. To expand the scope of types of patients, techniques, and opportunities not available in the North Country;

Housing and Transportation

As not all clinical sites are local, students are responsible for all travel and living expenses incurred during internships. Refer to the clinic's CSIF, on file in the student site folders, for details regarding housing and transportation requirements at each clinic site.

Cancellation

Prior to the initiation of an internship course, students may need to be reassigned due to site cancellations, student academic performance or medical need. All parties involved in a clinical internship placement will receive as much advanced notice as possible when a site placement change is necessary. When a cancellation occurs, the DCE meets individually with the student to secure an alternative placement site for the internship course which is as close as possible to the original placement.

PATIENT RIGHTS AND CONFIDENTIALITY

All students are required to complete HIPAA training prior to clinical internships and experiences to ensure patient/client rights to privacy and confidentiality of protected health information. All patient information, including photographs, used for student assignments must be de-identified prior to dissemination. Students are required to receive verbal or written permission (as appropriate) from the facility to use de-identified information for assignments.

In addition, patients/clients have the choice to receive services from a physical therapist student. Students must introduce themselves as ‘students’ or ‘interns’ from Clarkson University. All patients or clients are asked consent to be evaluated or treated by a physical therapy student prior to the initiation of the examination or intervention. Patients or clients may refuse any physical therapy services provided by a physical therapy student at any time without penalty.

Individuals participating in demonstrations or practice for educational purposes have the risk-free right to refuse to participate at any time. Health information is protected under HIPPA. Informed and written consent must be obtained for the use of any images or other information regarding the individual.

Information, other than protected health information, obtained from a clinical site, may not be used without permission of the clinical site.

SUPERVISION OF PHYSICAL THERAPIST STUDENTS

Introduction

Often there are questions regarding student involvement with patients both from a supervisory *and* billing practice stand point. The following information is meant to provide the necessary information for acceptable practice. It is the expectation of Clarkson University Physical Therapy Program that CIs will adhere to all legal requirements with regard to student participation in patient examination and intervention, documentation, billing and coding activities. Students have been encouraged to seek guidance when questions arise regarding practice activities. The APTA provides an organized supervision chart for various settings that can be found at: www.apta.org. Please contact the DCE if you have any questions or concerns about supervision or billing practices, especially as they relate to student involvement.

APTA Position on the Supervision of PT Students

The program supports the position of the APTA on supervision of physical therapy students. RC 30-00 (www.apta.org/Home/Members/governance) states:

“It is the position of the APTA that student physical therapists, when participating as part of a physical therapist professional education curriculum and when acting in accordance with APTA policy and applicable state laws and regulations, are qualified to provide services only under the direction and direct supervision of the physical therapist, who is responsible for patient/client management. Direct supervision means the physical therapist is immediately available for direction and supervision. The physical therapist will have direct contact with the patient during each visit that is defined in the Guide to Physical Therapist Practice as all encounters with a patient/client in a 24-hour period.”

Level of Supervision

In general, the level of student supervision should be based on the professional judgment of the CI, a licensed physical therapist, with consideration of the readiness of the student to perform the tasks assigned and the risks to all those involved.

Considerations for the determination of the type and level of supervision for students include:

1. Willingness and comfort level of patient (or parent/guardian)
2. Academic physical therapy courses completed

3. Level of internship--early, middle or final
4. Previous experience in particular setting
5. Previous experience with particular diagnosis and context of the case
6. Previous experience with the types of interventions likely to be utilized
7. Preparedness of the student
8. Confidence of the student

Information gathered from the school and student prior to the start of the internship may assist in determining the appropriate level of supervision. This may include academic course descriptions, the student's learning objectives and learning style, and a description of student's previous clinical experiences.

Medicare and Student Involvement

Implementing MDS 3.0: Use of Therapy Students (effective 10/1/10)

As facilities continue to change their current practices to implement the Minimum Data Set Version 3.0 (better known as MDS 3.0), one of the emerging issues is the manner in which they document and utilize therapy students.

*Individual therapy: Under the new rules, in order to record the minutes as individual therapy when a therapy student is involved in the treatment of a resident, only one resident can be treated by the therapy student and the supervising therapist or assistant (for Medicare Part A and Part B). In addition, the supervising therapist or assistant cannot engage in any other activity or treatment when the resident is receiving treatment under **Medicare Part B**. However, for those residents whose stay is covered under **Medicare Part A**, the supervising therapist or assistant cannot be treating or supervising other individuals and the therapist or assistant must be able to immediately intervene or assist the student as needed while the student and resident are both within line of sight supervision. For example under Part A, the therapist or assistant could be attending to paperwork while supervising the student and resident.*

*Concurrent therapy: Under **Medicare Part A**, when a therapy student is involved with the treatment, and one of the following occurs, the minutes may be coded as concurrent therapy:*

- The therapy student is treating one resident and the supervising therapist or assistant is treating another resident and the therapy student and the resident the student is treating are in line of sight of the supervising therapist or assistant; or*
- The therapy student is treating two residents, both of whom are in line of sight of the therapy student and the supervising therapist or assistant, and the therapist is not treating any residents and not supervising other individuals; or*
- The therapy student is not treating any residents and the supervising therapist or assistant is treating two residents at the same time, regardless of payer source, both of whom are in line of sight.*

*The student would be precluded from treating the resident and recording the minutes as concurrent therapy under **Medicare Part B**.*

*Group therapy: Under **Medicare Part A**, when a therapy student is involved with group therapy treatment, and one of the following occurs, the minutes may be coded as group therapy:*

- The therapy student is providing the group treatment and all the residents participating in the group and the therapy student are in line of sight of the supervising therapist or assistant who is not treating any residents and is not supervising other individuals (students or residents); or*
- The supervising therapist/assistant is providing the group treatment and the therapy student is not providing treatment to any resident.*

Under Medicare Part B, when a therapy student is involved with group therapy treatment, and one of the following occurs, the minutes may be coded as group therapy:

- The therapy student is providing group treatment and the supervising therapist or assistant is present and in the room and is not engaged in any other activity or treatment; or*
- The supervising therapist or assistant is providing group treatment and the therapy student is not providing treatment to any resident.*

These changes as well as other changes regarding MDS 3.0 will take effect October 1, 2010. If you have questions regarding this provision or other provisions within MDS 3.0, please contact the APTA at advocacy@apta.org or at 888.999.2782 ext. 8533.

Inpatient Acute Care Hospitals and Inpatient Rehabilitation Facilities

CMS has not specifically stated its policies in these settings. The APTA recommends that the supervising physical therapist provide line-of-sight supervision, consistent with the guidelines for Medicare Part A in SNF settings noted above.

Other Settings

Worker's Compensation

Physical therapists are to practice consistent with guidelines provided for each state. In the absence of supervisory guidelines refer to the general APTA position for student supervision guidelines.

Pediatric Setting

Refer to the general APTA position for student supervision guidelines.

INCIDENTS AND ACCIDENTS

Immediate Care

When an incident/accident occurs, immediate attention is to be paid to the injured individual. Upon notifying appropriate personnel, immediate care is to be given to the individual within your scope of capability, and should continue until emergency response personnel arrive. This includes notifying appropriate personnel. On the University campus this means contacting Campus Security (extension 6666), and the Department (extension 3786). At clinical sites this means contacting the appropriate facility department or personnel (determined by each clinical site). While providing first responder care, standard precautions should be followed to the greatest degree possible.

Reporting

All incidents or accidents that occur during academic education on or off the University campus, or clinical education on campus or at a clinical site, must be reported promptly. This includes incidents/accidents that occur to students, patients, faculty, or supervisors, and incidents/accidents to which a student is a witness.

The Department has a reporting form which is to be completed within 24 hours, and submitted to the Assistant to the Associate Dean. Each clinical site has its own reporting form which are to be completed promptly and submitted to a supervisor at the clinical site. If you are not the primary responder to an incident/accident, but are a witness to what occurred, you must record your observations promptly. These observations should be signed and dated, and submitted to appropriate supervisory personnel either with the Incident/Accident Report, or individually within the same time-frame expected of Incident/Accident reports.

In all cases, information provided must include the name of the person involved, where the incident/accident occurred, the time the incident/accident occurred, the circumstances under which the incident/accident occurred, actions performed in response to the incident/accident, and the names and contact information of any witnesses. Reports should be precise, concise, complete, accurate, and submitted in a timely manner.

STUDENT EVALUATION

Introduction

All clinical internships and experiences are graded on a pass/fail basis by the DCE in consultation with the CI(s) and/or CCCE. Students are evaluated during internships and clinical experiences utilizing the **online Clinical Performance Instrument (PT CPI Web)** and **part-time assessment forms**. Formal evaluation will be completed at mid-term and during the final week of the internship or experience. Students will complete a self-assessment, utilizing the PT CPI Web or the part-time assessment forms for each of these evaluations. It is expected that the student will be an active participant in the evaluation process. Both student and CI must “sign off” on the online midterm and final assessments in order for the DCE to access the assessment. The final “sign-off” must be completed before the student leaves the clinical internship. Criteria ratings and written comments are required by the student and clinical instructor. Criteria ratings, criteria comments and summative comments should demonstrate progression of clinical competence in the psychomotor, knowledge and affective domains between midterm and final assessments. These separate assessments should be discussed in formal meetings at the midpoint and completion of the internship for assessment and planning of the experience. Refer to the PT CPI Web for instructions regarding its use. Further evaluations, either formal or informal, may be required at the discretion of the CI or CCCE. Failure to complete the assessment procedures is grounds for failure of the internship course.

Grade Determination

Grading criteria and written objectives are provided in each course syllabus. The DCE determines the final grade for each clinical internship course and all courses are graded on a Pass/No Credit basis. The student’s performance must meet established criteria and objectives to earn a grade of Pass.

Criteria for Passing (P): at a minimum, the student must meet the following established criteria:

Full-time internship courses

1. Completion of the PT CPI evaluation from both the student and CI at midterm and final including the 18 performance criteria ratings and narrative comments, midterm and final summative comments, and signatures;
2. Performance of each PT CPI criteria meets or exceeds the course requirement;
3. Written CI comments support each criteria rating;
4. No red-flag items (Criteria 1-4 and 7) or significant concerns boxes checked at the final evaluation;
5. Progress is demonstrated on the rating scales on each of the performance criteria from the midterm evaluation to the final evaluation; and
6. All required paperwork is submitted to DCE on time.

Part-time internship courses

1. All objectives completed (skills checklists are complete and have CI’s signature);
2. Assessment scores indicate Good or Excellent performance (PT607), or action plan in place and student demonstrates improvement in required areas;
3. All required assignments meet course 80% expectation; and
4. All required paperwork is submitted to the DCE on time.

Criteria for No Credit (NC):

Full-time internship courses

1. Failure to fulfill the above Passing (P) criteria upon completion of the course;
2. Written CI comments indicate failing performance regardless of the criteria rating;
3. The student does not achieve goals contained in a learning contract; and
4. The student is asked to terminate the internship before the scheduled conclusion of the course due to unacceptable professional behavior and/or clinical performance problems that are not remediated successfully prior to the end of the course.

Part-time internship courses

1. Failure to fulfill the above Passing (P) criteria upon completion of the course
2. The student does not achieve goals set in a learning contract
3. The student is asked to terminate the internship before the scheduled conclusion of the course due to unacceptable professional behavior and/or clinical performance problems that are not successfully remediated prior to the end of the course

No Credit for an Internship Course

When a student does not receive credit for a clinical internship course, the situation is reviewed by the faculty under the aegis of a Group Review of Academic Standing and Progression (GRASP), as presented in the Physical Therapy Student Handbook: Academic. The student meets with the DCE and academic advisor to assess the reason for failure and to discuss options for addressing the performance deficits, if possible.

A remedial clinical experience may be arranged if the student demonstrates ethical and safe performance and the faculty grant remediation. If the remediation can be accommodated within a regularly scheduled full-time clinical internship placement, the DCE will work with the student to make necessary changes to meet the expectations of the GRASP decision. If the remediation cannot be accommodated within the regularly scheduled full-time clinical internship placement, the faculty will discuss, during the GRASP meeting, plans for completing the clinical internship course. The remediation may require additional full-time clinical internship assignments.

Assignments

Each full-time internship and part-time experience is a course of its own and therefore has its own syllabus. All courses have unique requirements and assignments associated with them and completion of these make up a portion of the assessment of the student's performance within the course. At times, clinical sites and/or instructors will have additional requirements. Students are required to complete all assignments whether assigned from the academic institution or the clinical facility.

Disciplinary Action

Professionalism is a significant component of clinical education. Professional infractions such as missed deadlines or submitting incomplete information will be addressed through official letters of reprimand and/or formal remediation proceedings. These are handled by the DCE unless the DCE brings the issue to GRASP for recommendation.

Poor performance in a clinical internship will also follow the remediation process outlined in the General Student Handbook. Students are advised that clinical internships can expel a student from their site at any time for professional, ethical, safety, legal or other clinical reasons.

CLINICAL SITE EVALUATION

Site Visitation

The DCE or a delegated core faculty member, conducts on-site or telephone evaluations of clinical internship sites. Site evaluations strive to certify that the clinical environment is receptive to students and allows effective learning. Student's performance is also reviewed while at the site. The results of each site visit are recorded on a site summary form, which is kept in the clinical site file. Additional site visits may be arranged if the student, DCE, CCCE or CI believe such a visit is necessary for a successful clinical internship.

Site Evaluation

Internship sites are evaluated through several methods. In addition to the evaluation that occurs during site visits and telephone calls, students complete the *Physical Therapist Student Evaluation* form. Through this assessment, students document the setting environment, variety of patients encountered, and learning experiences and opportunities provided. Students are to complete this assessment for each full-time internship. This evaluation is discussed between the student and CI both at midterm and final so that if there are concerns at midterm, they may be addressed and instruction may be modified to provide the best learning experience possible.

Clinical Faculty Evaluation

The program expects the following teaching skills of its clinical faculty as documented in the *APTA Guidelines and Self Assessment of Clinical Instructors* (APTA 2004):

1. Current knowledge of the program's curriculum and goal and expectations of the clinical internship experience;
2. Works collaboratively with the student throughout the internship for developing clear goals and objectives for an optimal learning experience;
3. Demonstrates effective communication and interaction skills with students, colleagues, interdisciplinary team members, patients, and their families;
4. Provides appropriate supervision to monitor and modify learning experiences in a timely manner based on the student's performance;
5. Sequences learning experiences to promote the student's progression of personal and professional goals;
6. Evaluates regularly, formally and informally, student knowledge, skill, and behavior as related to specific performance criteria and provides timely constructive feedback; and
7. Models instructional and supervisory skills expected of physical therapists and the awareness of the impact of this role modeling on the student.

Clinical faculty performance data will be obtained after each full-time clinical education experience through written student evaluations, the Clinical Faculty Evaluation Form, communications, and other appropriate sources of information. The DCE analyzes the data after each internship course and provides a written summary report to the core faculty. Results from these assessments may also be shared with the Clinical Education Sub-Committee or individual clinical faculty on an as needed basis.

When issues related to the site, CCCE, or CI are identified, DCE involvement on behalf of the student may be initiated during the placement. The CCCE may be informed, and assist if requested, to plan for remediation as necessary. After completion of the course, additional plans of action may be designed to assist in clinical faculty development including: educational information, inservicing and recommendation of CI credentialing. If issues can not be resolved, the site may be terminated.

RIGHTS AND PRIVILEGES OF CLINICAL FACULTY

CCCEs and CIs of Clarkson University Doctor of Physical Therapy program have the following rights and privileges associated with their voluntary participation in the clinical education program. These rights and privileges are to:

1. Be treated fairly with dignity and without discrimination by all students and faculty/administration of the physical therapy Department of Clarkson University;
2. Receive timely information regarding requests for student placements, upcoming student placements, changes in placement, the clinical education curriculum and policies, and general physical therapy program policies;
3. Request assistance from the academic program in dealing with clinical education or student issues that arise during clinical experiences;
4. Request onsite in-services related to clinical education, effective teaching strategies, or clinically related topics in the areas of specialization presented by the DCE or other core faculty members;
5. Terminate the affiliation agreement with Clarkson University at any time;
6. Terminate a student's participation in the clinical education experience due to safety concerns, disruption, or detriment to the clinical site or patient care if the student were to continue;
7. Require additional criteria to accept students for affiliation (i.e., additional malpractice insurance, pre-placement interview, specific health requirements, criminal background check, drug test, etc);
8. Provide feedback to the Department regarding the program, clinical education curriculum, administrative process, and student performance;
9. Request feedback regarding student experiences, student feedback, and student performance assessment;
10. Participate in Clarkson University's continuing education offerings; and
11. Obtain Clinical Internship Instructor status for twelve months commencing on the day the student starts their internship, which includes a Clarkson e-mail account, access to Clarkson's online library for database and journal searches, and use of the Deneka Fitness Facility.

CLINICAL EDUCATION SUB-COMMITTEE

The Clinical Education Sub-Committee with representation from the DCE (committee chair), core faculty, adjunct faculty, clinical instructors, alumni and DPT students is formed by the DCE. This committee will review clinical practice policies, which will include, but are not limited to: clinical site selection and placement, site specific safety issues, student behavior during clinical internships, and complaints and grievances regarding clinical internships. This committee convenes at least once annually.

CLINICAL EDUCATION FORMS

The following pages contain the forms utilized in Clinical Education. They may also be found at:

<http://www.clarkson.edu/pt/clinical/index.html> (Click on **Forms**)

Clinical Education Master Forms List

Form	Description of Form
Clinical Education Expense Sheet	Completed by students after their internship and filed in the site folder to assist decision making process for student site selection
Clinical Faculty Evaluation Form	'CI Survey' Gathers data on clinical instructors
DCE evaluation—Clinical Faculty	Assessment form for feedback to the DCE from CCCEs and clinical instructors after full-time internships
Email Communication	Completed by the student to provide the DCE with CI information, to ensure the student received an orientation and developed goals
Focus Group Question Template	Questions utilized for focus groups held after all full-time internships
Goal Sheet	Students develop weekly goals in collaboration with their CIs
Internship Call/Visit Form	Utilized by the core faculty member making the midterm site visit or phone contact
Internship Planning Form	Assists students in estimating expenses for upcoming full-time internship
Internship Preference Form	Students complete when selecting site from approved list for the upcoming internship
New Site Request Form	Completed when students would like to arrange a new internship site
Profile Form	An informational sheet for clinical faculty indicating students previous experiences and proposed goals
PT Student Site Evaluation	Assessment by the student of the clinical experience and clinical instruction

CLARKSON UNIVERSITY
DEPARTMENT OF PHYSICAL THERAPY
Clinical Education Expense Sheet

Date of Internship: _____ **Circle:** 537 627 667 677

Facility/Location: _____

Housing:

____ provided by facility Contact name and #: _____

____ stayed with family/friends

____ arranged own housing Who assisted? _____

Cost: _____ \$/day _____ \$/wk/mo _____ NA

Food:

Lunch: _____ arranged own _____ discount at facility _____ other

Cost: _____ \$/day _____ \$/week _____ NA

Total Weekly Food Cost: _____ \$/week

Travel:

Cost (to and from Potsdam): _____ \$gas _____ airfare _____ NA

Cost (to & from clinic): _____ \$/day _____ \$/week _____ NA

Parking onsite: Y N _____ \$/day _____ \$/week

Stipend: _____ none _____ \$/hr _____ \$/week _____ \$/mo

Other expenses?? (list category and cost; ie. background checks, drug testing)

Comments:

CLARKSON UNIVERSITY
DEPARTMENT OF PHYSICAL THERAPY
Clinical Faculty Evaluation Form

CI/CCCE Name: _____ Date: _____

Name of your facility: _____

Type of Practice: Acute Rehab Outpatient Pediatric Other

Years in Clinical Practice: _____ Years in Current Practice Setting: _____

Years as a Clinical Instructor (CI) _____ # of Students Last 2 yrs _____

Education: School: _____

Entry level PT Degree: _____ Date Earned: _____

Advanced Degree(s)/Date(s): _____

Are you an APTA Credentialed CI: Yes No Level 1 Level 2

Do you have an American Board of Physical Therapy Specialty Certification?

Yes No List area _____

Have you earned other advanced certifications? Yes No

If yes, please list: _____

Are you a current APTA member? Yes No

Specify any sections _____

Offices held: _____

Other professional organization member? Yes No If yes, specify: _____

Clinical Instruction

1. What types of things do you do to prepare for a new student coming? (check all that apply)

- Review Profile form and Introduction Letter
- Review student learning objectives
- Review CI credentialing handbook
- Review site learning objectives for student
- Other _____

2. The length of each clinical experience is appropriate for expected educational outcomes.

5 (WELL) 4 3 2 1 (NOT)

3. Given the students placement in the program (semester and year) have the students been adequately prepared to successfully complete an internship at your facility? Please rate on a scale of 1-5 with 5 being WELL prepared and 1 being NOT prepared.

5 (WELL) 4 3 2 1 (NOT)

4. Are you satisfied with the placement and midterm visit procedures used by the program?

Yes No

Suggestions: _____

5. Are you satisfied with your communications with the DCE/University?

Yes No

6. Have you been receiving information about Clinical Instructor Workshops and/or Continuing Education being offered by Clarkson University? Yes No

7. If you have not been able to attend a course, please check any of the following reason(s):

- Attended another Clinical Instructor or Continuing Education course instead
- Lack of travel funds
- Lack of time
- Workshop topic not relevant
- Offering was out of my area

8. Please indicate which of the following you have been active in within the last 2 years. (check all that apply)

- Continuing education courses Topics: _____
- Graduate education
- Literature reviews Case studies
- In-services Other _____

9. Please indicate which of the following professional activities you have been active in within the last 2 years. (check all that apply)

- Teaching _____
- Research _____
- Administration Attendance @ district/state/national meetings

10. Please indicate any service activities you have participated in (PT or non-PT)

- Committee Work _____
- Community Service _____
- Other: _____

11. What topics for continuing education would be beneficial for the Clarkson to offer its CIs?

12. What other support could the academic program/Director of Clinical Education provide to assist you as a clinical instructor/site?

13. Are there areas of the clinical education program, or in the Clarkson University DPT program, where you would like to become more involved?

14. Please comment on the strengths of Clarkson University's DPT clinical education program.

15. Any general comments or suggestions?

CLARKSON UNIVERSITY
DEPARTMENT OF PHYSICAL THERAPY
Director of Clinical Education Assessment Form
(Clinical Faculty Version)

The Director of Clinical Education (DCE) Form is designed to allow clinical faculty an opportunity to provide feedback to the DCE regarding behavioral skills needed to fulfill responsibilities of this position. The ultimate purpose is to improve the overall quality of the clinical experience for the student, the clinical faculty, and patients/clients.

This form will be sent to active facilities regularly for evaluation of the DCE's performance. CCCE's will receive this form on an annual basis with March mailing request forms when a student has been hosted during the previous year. CI's will receive this form after completion of a student internship or within the student information packet for each internship a student is hosted.

Rating	Description
4	The DCE performs at a SUPERIOR level going beyond the average level of behavior.
3	The DCE performs at an AVERAGE level by consistently exhibiting behavior that is adequate for the fulfillment of the responsibilities of the DCE.
2	The DCE performs at a BELOW AVERAGE level by inconsistently exhibiting behavior that is adequate for the fulfillment of the responsibilities of the DCE OR exhibits behavior at a minimally acceptable level.
1	The DCE performs at a POOR level by exhibiting behavior that is inadequate for the fulfillment of the responsibilities of the DCE.
N/A	Skill not observed

- The DCE accurately communicates and coordinates the dissemination of appropriate and necessary activities, news, and other current information (ie. student information, upcoming events, site visit information) to the clinical faculty.

<input type="checkbox"/> 4 Superior <input type="checkbox"/> 3 Average <input type="checkbox"/> 2 Below Average <input type="checkbox"/> 1 Poor <input type="checkbox"/> N/A	Comments/Suggestions:
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- The DCE oversees the clinical experience with appropriate guidance/support as needed for all students.

<input type="checkbox"/> 4 Superior <input type="checkbox"/> 3 Average <input type="checkbox"/> 2 Below Average <input type="checkbox"/> 1 Poor <input type="checkbox"/> N/A	Comments/Suggestions:
---	------------------------------

The DCE adjusts guidance/support as needed for challenging students while providing strategies and options for improving the experience for both the student and the CI.

<input type="checkbox"/> 4 Superior <input type="checkbox"/> 3 Average <input type="checkbox"/> 2 Below Average <input type="checkbox"/> 1 Poor <input type="checkbox"/> N/A	Comments/Suggestions:
---	------------------------------

3. The DCE demonstrates an adequate level of knowledge concerning the clinical education program by answering questions thoroughly, concisely and timely.

<input type="checkbox"/> 4 Superior <input type="checkbox"/> 3 Average <input type="checkbox"/> 2 Below Average <input type="checkbox"/> 1 Poor <input type="checkbox"/> N/A	Comments/Suggestions:
---	------------------------------

4. The DCE promotes the overall development of the clinical faculty and sites through providing education and/or discussing clinical topics and upcoming courses and their locations.

<input type="checkbox"/> 4 Superior <input type="checkbox"/> 3 Average <input type="checkbox"/> 2 Below Average <input type="checkbox"/> 1 Poor <input type="checkbox"/> N/A	Comments/Suggestions:
---	------------------------------

5. The DCE is easily accessible for questions and problems with students while also exhibiting flexibility and concern for the clinical faculty's schedule.

<input type="checkbox"/> 4 Superior <input type="checkbox"/> 3 Average <input type="checkbox"/> 2 Below Average <input type="checkbox"/> 1 Poor <input type="checkbox"/> N/A	Comments/Suggestions:
---	------------------------------

6. Please comment on the strengths of the DCE using specific examples whenever possible.

7. Please list any areas in need of improvement for the DCE directly and/or the process of the general clinical education experience.

8. What other support could the academic program provide to assist you as a CCCE/CI (site)? (Include topics of interest for continuing education)

**CLARKSON UNIVERSITY
DEPARTMENT OF PHYSICAL THERAPY
E-mail Communication - Week 1 Update**

Fill out **ALL** sections of this form and e-mail by _____.

To: Vicki L. LaFay
Clarkson University - Department of Physical Therapy

From: _____

Student: _____

Subject: PT _____ @ _____

Message: My CI for this clinical experience is: _____

You have been oriented to the facility **and** policies and procedures (departmental policies, protocols, etc) necessary for daily tasks and patient care? **Yes No**

You have reviewed and discussed your profile, goals, & course objectives with your CI? **Yes No**

Type of **supervision** so far appears to be:
_____ too close _____ about right
_____ not enough (*I _____ have _____ have not talked with the CI about this*)

You would like phone contact with DCE at this time? **Yes No**

My weekly hours are:

My contact info: the best times and numbers

During work hours:

Time: _____ Phone: _____

During the evening: time:

Phone: _____ Email: _____

CI contact info:

Best Time: _____ Phone: _____

Email: _____

Two Goals for this Week:

1.

2.

CLARKSON UNIVERSITY
DEPARTMENT OF PHYSICAL THERAPY
Focus Group Follow-up For Full-Time Internships

SEMESTER _____

DATE _____

Class of _____

1. Did you feel academically prepared for this internship?
 - a. If no, what areas were deficient?

 - b. If yes, what areas were covered well?

2. Do you have any recommendations for the DCE for improving the student's preparation for and experience at this internship?

3. General feedback about the internship. (Length, type of setting offered, timing, number of facilities available to chose from, etc...)

4. Comments made to students at the internship that are reflective of the program.

5. Do you have any recommendations to semester coordinators about courses now that you have completed this full time internship? (Aspects of care not discussed, new treatment approaches, etc...)

6. Positive aspects of this internship, things you'll take away, stand out in your mind

7. Feedback regarding your clinical instructor

8. General feedback

**CLARKSON UNIVERSITY
DEPARTMENT OF PHYSICAL THERAPY
Weekly Internship Goal Sheet**

STUDENT: _____ DATE: _____

CI: _____ WEEK#: _____

1. **This was a:** ___ good week ___ so so week ___ challenging week

2. **Caseload:** ___ too much ___ too little ___ just right

3. **Feedback/Supervision (from CI to Student):** ___ adequate ___ inadequate

Comment: _____

Feedback (from student to CI): ___ adequate ___ inadequate

Comment: _____

4. What 2 experiences stand out in your mind this week?

5. List two areas you feel you demonstrated improvement in this week.

6. List two areas that you feel you still need to improve in.

7. Write 2-3 measurable objectives to be accomplished next week.

8. Last week's objectives were met? ___ Yes ___ No
Why or why not?

Signature of CI: _____

Signature of student: _____

**CLARKSON UNIVERSITY
DEPARTMENT OF PHYSICAL THERAPY
Internship Planning Form**

Date of Internship: _____ **Circle:** 537 627 667 677

Facility/Location: _____

Checklist:

Introduction Letter: _____ Attached

Profile Form: _____ Attached

Physical, Immun, CPR
Up-to-date for length of internship _____

Requirements Checked _____

Review site folder with Dana or Rachel (immunizations, background check, drug test, etc)

Expense Approximation:

****please list all expenses by the month****

Housing (Rent) _____

Utilities (cable, electric, gas, phone) _____

Food (consider all daily meals) _____

Necessities (cleaning, laundry, beauty) _____

Travel (to/from clinic) _____

Parking _____

Other _____

Other _____

Total _____ x months @ internship _____ = \$ _____

Other expenses (ie. one time expenses, travel to/from Potsdam, rent deposit, specific site requirements)

_____ \$ _____
 _____ \$ _____
 _____ \$ _____

Other expense total \$ _____ + **Monthly total** \$ _____ = \$ _____
Grand Total

**CLARKSON UNIVERSITY
DEPARTMENT OF PHYSICAL THERAPY
Internship Preference Form**

Student Name:

Course (Please highlight): **PT 537** **PT 627** **PT 667** **PT 677**

Clinical Site Preference:

From the approved clinical site list, please provide your top 3 choices:

Choice	Clinical Site
1	
2	
3	

Geographic Preference:

Should your clinical site preferences not be available or rescheduling is necessary, please provide 2 areas outside the Potsdam/North Country Region:

	Location
1	
2	

Please provide any comments or special considerations you may have regarding this upcoming internship:

Thank you

**CLARKSON UNIVERSITY
DEPARTMENT OF PHYSICAL THERAPY
New Clinical Site Request Form**

Name:

New site development occurs on an on-going basis for the following reasons: need for an increase in clinical sites in a particular setting, solid student experiences and opportunities, and student interest.

Guidelines:

1. Requests must be submitted via email to the DCE by December 31 to be considered for the following request year (ie. A request submitted in December 2008 would be processed for placement in 2010, requested in 2009). This is required so that the DCE may make contact with the sites prior to sending the annual request form and to allow enough time for the contract process.
2. Students may provide the DCE with up to two sites for possible contract initiation during their curriculum time at Clarkson University.
3. Students must provide their rationale for the initiation of the contract. If Clarkson currently has a clinical site in the location the student is looking for, and the site they are interested in initiating is within the same setting type, the DCE may not allow a new site to be initiated.
4. Students must submit their new site information to the DCE including site name, phone number, web address, and site contact. Students are not allowed to contact sites on their own.
5. There is no guarantee that the requested site will be established.
6. Students must be aware that although the contract process may be completed, and the site offers a slot, the site may not offer a slot for the student's upcoming internship and therefore, the student may not have the opportunity to attend the clinical site.

Clinical Site Information:

	Clinic Name & Contact (Phone Number, Email)	Location (Address, Website, etc)
1		
2		

Rationale for Request:

Type of Experience (setting, patient population, etc):

**CLARKSON UNIVERSITY
DEPARTMENT OF PHYSICAL THERAPY
Student Profile Form**

STUDENT NAME:

Permanent Address (where pre-clinical information should be sent):

Current Phone Number:

PT School/Program:

PERSON TO NOTIFY IN CASE OF EMERGENCY:

Name:

Relationship:

Address and Phone Number:

Please describe any conditions (medical or otherwise) that may affect your ability to perform in the clinic that we need to be aware of:

Previous Education (undergraduate and graduate):

Previous PT Experiences (Internships, Volunteer, etc):

Previous Work Experience:

Related to Physical Therapy:

Unrelated to Physical Therapy:

Areas of Special Interest:

Briefly describe yourself—what would you like the clinical coordinator and/or clinical instructor to know about you as a person:

What are your goals for this internship?

What are your clinical strengths? (Consider previous work experience, previous internships, and any special training you may have had)

What clinical skills would you like to upgrade during this internship?

How often do you prefer meetings with your clinical supervisor?

Daily Weekly Scheduled as needed Impromptu

How do you learn best?

Student Signature: _____

DCE Signature: _____

**CLARKSON UNIVERSITY
DEPARTMENT OF PHYSICAL THERAPY**

Site Visit Call Form

Student Name: _____ Dates of Clinical: _____
 Facility: _____ CI: _____
 Contact: Call Visit DCE/Faculty: _____
 Today's Date: _____ Setting: _____ Course: 537 627 667 677

Case Mix: Peds Adults Geriatrics Mixed Age Range: _____
 Musculoskeletal Neuromuscular Integumentary Cardiopulmonary Other

Comments:

Discussion Items	Student	CI
<p>Supervision</p> <p>*history, examination, evaluation, intervention delivery</p> <p><input type="checkbox"/> Discrepancy noted between CI and student</p>	<p><u>Type of orientation to facility:</u></p> <p><u>Level of Supervision*:</u> <input type="checkbox"/> Direct Supervision, CI in line of sight <input type="checkbox"/> CI typically in line of sight <input type="checkbox"/> CI immediately accessible and available, not always line of sight <input type="checkbox"/> CI frequently not in line of sight</p> <p>Supervision conducive to learning experience: <input type="checkbox"/> yes <input type="checkbox"/> no</p>	<p><u>Type of orientation to facility:</u></p> <p><u>Level of Supervision*:</u> <input type="checkbox"/> Direct Supervision, CI in line of sight <input type="checkbox"/> CI typically in line of sight <input type="checkbox"/> CI immediately accessible and available, not always line of sight <input type="checkbox"/> CI frequently not in line of sight</p> <p>Comments:</p>
<p>Communication Skills</p> <p>*family, staff, in meetings</p> <p><input type="checkbox"/> Discrepancy noted between CI and student</p>	<p><u>Methods of communication/feedback:</u> <input type="checkbox"/> Formal meeting times set aside If yes, how often: _____ <input type="checkbox"/> Ongoing, informal communication <input type="checkbox"/> Use of weekly communication sheets <input type="checkbox"/> Other: _____</p> <p><u>Who initiates the communication?</u> <input type="checkbox"/> Student <input type="checkbox"/> CI <input type="checkbox"/> Student or CI</p> <p><u>CI provides constructive feedback</u> <input type="checkbox"/> Always <input type="checkbox"/> Most of the time <input type="checkbox"/> Sometimes <input type="checkbox"/> Never</p> <p><u>Communication with other professionals*:</u></p>	<p><u>Methods of communication/feedback:</u> <input type="checkbox"/> Formal meeting times set aside If yes, how often: _____ <input type="checkbox"/> Ongoing, informal communication <input type="checkbox"/> Use of weekly communication sheets <input type="checkbox"/> Other: _____</p> <p><u>Who initiates the communication?</u> <input type="checkbox"/> Student <input type="checkbox"/> CI <input type="checkbox"/> Student or CI</p> <p><u>Student accepts constructive feedback</u> <input type="checkbox"/> Always <input type="checkbox"/> Most of the time <input type="checkbox"/> Sometimes <input type="checkbox"/> Never</p> <p><u>Communication with other professionals*:</u></p> <p><u>Non-verbal communication:</u> <input type="checkbox"/> Appropriate <input type="checkbox"/> Inappropriate</p>
<p>Documentation/ Teaching/ Delegation</p> <p>*clear, understandable</p> <p><input type="checkbox"/> Discrepancy noted</p>	<p><u>Documentation Skills*:</u> (Clear, concise, appropriate, thorough, timely)</p> <p><u>Performance of patient education*:</u></p>	<p><u>Documentation Skills*:</u> (Clear, concise, appropriate, thorough, timely)</p> <p><u>Performance of patient education*:</u></p>

<p>between CI and student</p>	<p><u>Appropriate delegation:</u></p>	<p><u>Appropriate delegation:</u></p>
<p>Professional Behaviors</p> <p>*adaptability, initiation, dedication, confidence</p> <p><input type="checkbox"/> Discrepancy noted between CI and student</p>	<p><u>Problem solving skills require guidance:</u></p> <p><input type="checkbox"/> Some of the time <input type="checkbox"/> Most of the time <input type="checkbox"/> All of the time</p> <p><u>Integration of CIs feedback:</u></p> <p><input type="checkbox"/> Some of the time <input type="checkbox"/> Most of the time <input type="checkbox"/> All of the time</p> <p>Safety:</p> <p>Time Management:</p> <p>Use of free time:</p>	<p><u>Problem solving skills require guidance:</u></p> <p><input type="checkbox"/> Some of the time <input type="checkbox"/> Most of the time <input type="checkbox"/> All of the time</p> <p><u>Integration of CIs feedback:</u></p> <p><input type="checkbox"/> Some of the time <input type="checkbox"/> Most of the time <input type="checkbox"/> All of the time</p> <p>Affective Skills*:</p> <p>Safety:</p> <p>Time Management:</p> <p>Use of free time:</p>
<p>Planning / Implementation</p> <p>*independence, sequence, prioritization</p> <p>Autonomy Considers whole patient in realms of:</p> <p><input type="checkbox"/> psycho-motor <input type="checkbox"/> socioeconomic status <input type="checkbox"/> demographic <input type="checkbox"/> medical</p> <p><input type="checkbox"/> Discrepancy noted between CI and student</p>	<p><u>Exam/Evals*:</u></p> <p><u>Goal Setting*:</u></p> <p><u>Student rationalizes selected interventions*:</u> <input type="checkbox"/> yes <input type="checkbox"/> no</p> <p><u>Student progresses POC*:</u> <input type="checkbox"/> yes <input type="checkbox"/> no</p> <p><u>Student incorporates EBP into practice:</u> <input type="checkbox"/> yes <input type="checkbox"/> no</p> <p><u>Utilization of resources:</u> <input type="checkbox"/> Texts <input type="checkbox"/> Web <input type="checkbox"/> Journals <input type="checkbox"/> Professionals <input type="checkbox"/> Others</p>	<p><u>Exam/Evals*:</u></p> <p><u>Goal Setting*:</u></p> <p><u>Can student rationalize selected interventions*:</u> <input type="checkbox"/> yes <input type="checkbox"/> no</p> <p><u>Can student progress POC*:</u> <input type="checkbox"/> yes <input type="checkbox"/> no</p> <p><u>Does student incorporate EBP into practice:</u> <input type="checkbox"/> yes <input type="checkbox"/> no</p> <p><u>Utilization of resources:</u> <input type="checkbox"/> Texts <input type="checkbox"/> Web <input type="checkbox"/> Journals <input type="checkbox"/> Professionals <input type="checkbox"/> Others</p>
<p>Patient Case Load * personal productivity</p>	<p><u>How many patients seen a day?</u></p> <p><u>How many evaluations in a week?</u></p>	<p><u>Student carries an appropriate case load?</u></p>
<p>Preparation for Clinical</p> <p><input type="checkbox"/> Need to discuss points at faculty meeting</p>	<p><u>Was academic preparation appropriate:</u> <input type="checkbox"/> yes <input type="checkbox"/> no</p> <p>Comments:</p>	<p><u>Was academic preparation appropriate:</u> <input type="checkbox"/> yes <input type="checkbox"/> no</p> <p>Comments:</p>
<p>Strengths/ Weaknesses</p>	<p><u>Strengths:</u></p>	<p><u>Strengths:</u></p>

<input type="checkbox"/> Discrepancy noted between CI and student	<u>Areas for Development:</u>	<u>Areas for Development:</u> <u>Strengths of Clarkson Program:</u>
Goals Until Completion of Clinical	<u>Inservice:</u> <u>Unique activities/opportunities:</u>	<u>Other activities:</u> <u>Any unique activities/opportunities:</u>

Mid Term Evaluation Forms:

- Goals discussed and agreed upon: yes no
 Mid term CPI completed and discussed: yes no
 Completion of PT Student Site Eval Part II: yes no
 Feedback discussed and reviewed: yes no

Overall Performance:

- Above expected level of competence
 At expected level of competence
 Below expected level of competence

Comments:

- On track Follow-up needed Intervention Required

If Performing Site Visit:

- First site visit at this facility: yes no
 Size of facility: _____
 Equipment at facility: _____
 Additional opportunities: _____

If any discrepancies noted between CI and student responses what action was performed?

- Clarification only was needed from CI Student Both
 Follow up was performed via phone
 Follow up performed during a visit

Areas of Interest for Clinical Investigation:

CI Description:

- Is this your first student? yes no
 Have you been CI credentialed yes no level 1 level 2
 If no – would you like to be? yes no
 Would you like to be notified of any credentialing courses in the area?
 yes no
 Did the clinical placement process run smoothly? yes no
 What could the DCE do to facilitate success and communication?

**CLARKSON UNIVERSITY
DEPARTMENT OF PHYSICAL THERAPY
PT Student Site Evaluation**

The Physical Therapist Student Evaluation can be located at the following link:

<http://www.apta.org/AM/Template.cfm?Section=Professionalism1&Template=/TaggedPage/TaggedPageDisplay.cfm&TPLID=331&ContentID=41519>