



**Department of Physical Therapy Education Clinical
Education Handbook**

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Background

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

Department of Physical Therapy Education Mission Statement

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

DPT Program Vision

The Oregon Tech and OHSU Department Physical Therapy Education will be recognized nationally as a leader in physical therapist education. The program will prepare physical therapists who will be able to navigate the complexities of future diverse and evolving health care systems with strong skills in movement science, patient/client centered care, professionalism, communication, scholarship, and technology focused on the pursuit of excellence.

Clinical Education Philosophy

Clinical education is an integral component of the DPT program curriculum and includes integrated clinical experiences as well as full-time clinical education experiences. Clinical education experiences are used to expose the student early on and often to the clinical aspect of physical therapy and assist students in developing the skills and attributes necessary to practice as autonomous and ethical clinicians. Short-term or part-time integrated clinical experiences during the semester enhance classroom and lab sessions by providing practical experiences in a variety of hospital, clinic, lab, and community settings. They grant the student with the opportunity to practice skills shortly after they are learned and allow faculty to evaluate student performance at various points in the curriculum. Exposure across the lifespan and to a variety of diagnoses is incorporated.

Full-time clinical education experiences take place at clinical sites under the supervision of qualified clinicians. This provides students the opportunity to integrate the didactic course work that is presented in the classroom with practical hands-on experience. There are four full-time

clinical education experiences that must be successfully completed by each student enrolled in the DPT program: one experience that is 8 weeks in length and three terminal education experiences that are ten weeks in length.

Oregon Tech and OHSU DPT program faculty believe that it is essential that students experience a variety of practice settings and patient diagnoses, across the lifespan. Oregon Tech has a large variety of clinical sites under contact, providing students the necessary opportunities to meet their clinical interest. The clinical education program considers student's preferences to individualize clinical education experiences. The school is responsible for maintaining an adequate number and variety of sites. The student has financial responsibilities that may include but is not limited to transportation, parking fees, and room and board.

Goals of the Clinical Education Program

1. Provide each student with outstanding and varied clinical education experiences that meet program learning goals and foster application of academic knowledge, development of practical skills, and refinement of professional behaviors through the guidance of qualified clinical education faculty and clinical instructors.
2. Prepare students to complete the clinical education courses with the clinical skills and professional behaviors necessary to practice as entry-level physical therapists who use evidence-based practice to drive clinical practice.
3. Develop clinical partnerships for full-time and integrated clinical education experiences that allow for exposure to physical therapy treatment across the lifespan and a variety of diagnoses.

Roles and Responsibilities

Director of Clinical Education

The Director of Clinical Education (DCE) is the core faculty member for clinical education courses. The DCE is responsible for managing and coordinating the clinical education program at the academic institution, including facilitating development of the clinical education sites and clinical educators. The DCE is responsible for coordinating student placements, relaying information to clinical educators about the academic program and student performance, maintaining current information on clinical education sites, and assessing overall outcomes of the clinical education program. The DCE acts as liaison between the University, clinics, site coordinators of clinical education, clinical instructors, and students. The DCE is available to students and/or clinician educators whenever concerns arise prior to or during a clinical education experience to assist in any way possible to ensure a successful clinical experience.

Site Coordinator of Clinical Education

The Site Coordinator of Clinical Education (SCCE) oversees the clinical education needs of a particular clinic and may additionally participate in clinical instruction. The SCCE administers,

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

Clinical Instructor

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

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

1. Demonstrate clinical competence, as well as legal and ethical behaviors that meet or exceed the expectations of members of the profession of physical therapy.
2. Have a minimum of one year of clinical experience and demonstrate a desire to work with students by pursuing learning experiences to develop knowledge and skills in clinical teaching.
3. Be a licensed and competent physical therapist, demonstrating ethical behavior, effective communication skills, and appropriate conduct and skill in interprofessional relationships.

Additionally, the Oregon Tech and OHSU PT program expects CIs to:

1. Demonstrate a positive attitude and enthusiasm for clinical care and clinical teaching.
2. Provide and adjust learning opportunities for students appropriate for the setting and each student's level of learning.
3. Set clear goals and expectations together with the student and regularly provide feedback to the student regarding strengths, areas needing improvement, and overall progress towards goals.
4. Utilize standardized tools for evaluating student performance, including the Clinical Performance Instrument.
5. Communicate with the student, SCCE, and DCE regarding any concerns with student performance, and collaborates on a plan of action as needed.
6. Provide feedback to the SCCE and DCE to enhance clinical education experiences.

Student

During clinical education experiences, students are expected to act as active adult learners. Students are responsible for taking advantage of learning opportunities, with the ultimate goal of becoming competent entry-level physical therapists. They will participate in ongoing self-assessment, identification of areas of strength, and reflection on areas for growth. They are expected to welcome constructive criticism without defensiveness and incorporate feedback into their clinical practice. They will maintain open communication with clinical instructors and academic faculty. Students are expected to contribute to a positive work environment and demonstrate professional behavior in all interactions with clinical staff, patients, family members, and others. Students are expected to take initiative to enhance their learning experiences and to facilitate discussions with CI. Students are also required to complete all necessary paperwork and assignments during clinical education experiences, including but not limited to weekly planning forms and student evaluation of clinical site.

If, for any reason and at any time during a clinical education experience, a student feels that the experience is not meeting their educational needs, it is the student's responsibility to initiate action and notify the DCE. The student should first attempt to solve their issue with assistance from the CI. This applies in situations in which the problem is perceived as a "personality conflict" or communication issue between the CI and the student. If efforts to resolve the problems directly with the CI have failed, the student is then encouraged to approach the SCCE. The DCE can serve as a mediator between the student and CI or SCCE. If necessary, a site visit will be arranged to meet with the individuals involved.

Student Requirements

Per Oregon Administrative Rules [409-030](#), students are required to provide documentation of immunizations, health insurance, drug screening, and criminal background checks as described in detail in the Oregon Tech and OHSU Department of Physical Therapy Education Student Handbook/Policies and Procedures Manual.

Individual clinical sites may require their own background check, drug testing, or immunizations in addition to what the University and the state of Oregon requires. The student is responsible for the cost and timely completion of any additional screenings required by each site.

Malpractice Insurance

Students will be covered under Oregon Tech's malpractice and liability insurance during the hours works during their clinical education experiences. The cost is incorporated into the student's quarterly fee payment. Workmen's Compensation is an insurance that covers employees of a medical facility. During clinical education experiences, the clinical site is considered an extension of the classroom at Oregon Tech, therefore, students are not covered under Workmen's Compensation insurance.

Basic Life Support (BLS) Certification

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

Readiness for Clinical Education Experiences

In order to be deemed ready for full-time clinical experiences, students must have earned the minimally acceptable grade in all courses and be in good academic standing. Students may be prohibited from progressing to full-time clinical education experiences if the student is on academic probation or significant behavioral or professional issues occurred during the semester prior to the clinical education experience. If there are any concerns about student progression to full-time clinical education experiences, the DCE, in coordination with the Program Director, will lead a discussion with core faculty and/or the student to resolve any concerns about readiness.

Prior to their first clinical education experience, students must complete training and/or educational courses about HIPAA, bloodborne pathogens, federal Occupational Safety and Health Administration requirements and safety guidelines including: fire and electrical safety, personal protective equipment, hazard communications, and infection prevention practices. Clinical sites may require students to complete additional site-specific trainings.

Essential Functions

The holder of a physical therapy degree must have the knowledge and skills to safely and independently function in a variety of clinical situations and to provide a broad spectrum of patient care. Students of physical therapy must be able to accurately and quickly integrate and synthesize all information received, and they must have the ability to learn, integrate, and analyze data in a timely manner and while under stress. Candidates for degrees offered by the Department of Physical Therapy Education must have, with or without reasonable accommodation, multiple abilities and skills including:

1. Communication skills including verbal (oral and written) and non-verbal abilities.
2. Cognitive skills that include sufficient intellectual, conceptual, integrative, problem solving, and quantitative abilities to make effective judgments about patient management.
3. Affective skills that include emotional, behavioral/social, professional, and cultural competence.
4. Psychomotor skills that include all necessary gross and fine motor skills for completing examinations and patient care.
5. Sensory skills including perceptual and observation skills necessary for patient care.

See detailed descriptions of all essential functions in Oregon Tech and OHSU Department of Physical Therapy Education Student Handbook/Policies and Procedures Appendix C: Essential

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

Accommodations for Students with Disabilities

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

Travel Requirements

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

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

Professional Behaviors

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

Attendance Policy During Clinical Education Experiences

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

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

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

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

Use of Personal Electronic Devices

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

Dress Code

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

Clinical Education Site Cancellation

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

Confidentiality Policy

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

Distribution of Student Information to Clinical Education Sites

After receiving the returned site request forms from the clinical site, the intent to use reserved clinical placements will be communicated to the site. An offer to send an updated clinical education manual will be sent to sites when a student is assigned and annually when slot request forms are sent. Specific student information including, but not limited to, student's email address, goals and objectives, BLS certification, HIPAA training, immunization records, and clearance of criminal background check will be sent to the clinical site a minimum of four weeks prior to the start of the clinical education experience. If student placement confirmation is less than four weeks prior to the start of the rotation, the student specific information will be sent out within 48 hours of receiving confirmation of the site placement. This information may be sent via email or via a link to the student's information.

Prior to start of clinical education experiences, students are required to write an introduction letter to the SCCE and/or CI including their contact information, list of prior experiences, and their personal goals for the upcoming clinical experience. Students are responsible for determining any additional requirements of the clinical site, dress code, and any additional information pertinent to the clinical site.

Patient Rights to Refuse Treatment by a Student

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

Site Placement

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

1. Clinical Site Request letters will be sent to affiliated clinics each March, on the APTA national mailing date.
2. Based on return, the Oregon Tech clinical education faculty will reserve clinical site's offers, to include a diversity of settings and locations.
3. At the appropriate time during the academic year, students will be instructed to review the available sites and select their top 10 choices. Students are encouraged to review clinical site information forms as well as Student Evaluations of Clinical Experience forms when selecting their choices. Students are encouraged to meet with their faculty advisor or DCE to receive guidance for site selection.
4. Students are given a deadline to provide the DCE with their placement requests. After the deadline, a lottery system is used to match students to sites.
5. Students wishing to be placed at a first-come/first-serve clinical site must identify the site to the Oregon Tech clinical education faculty at the time the reserved sites are submitted.
6. Students will be notified of their clinical placements at least 2 months prior to the scheduled start date of the clinical experience. If the clinical site confirms placement less than 2 months prior to the scheduled start date, the student will then be notified within 48 hours of clinical site confirmation.

The DCE retains the right to override the selection process at any time if it is deemed necessary to best serve the educational needs of the student while considering the need to maintain ongoing relationships between the DPT program and the clinical sites with which it is affiliated. Changes may be made due to whether the clinical site will contribute to the student's ability to be an entry-level generalist practitioner, whether the site will provide exposure to a diverse patient population, input from faculty whether the educational needs of a student are likely to be met at a particular clinical site, clinical interests of the student, and personal preferences of the student. It is unreasonable to expect that every student will be placed in one of their top choices. Additionally, to promote objectivity and to allow exposure to a variety of clinical experiences, students may be prohibited from performing a clinical experience at a site where they have volunteered or worked.

Site Visitations

Oregon Tech clinical education faculty will arrange on-site visits, phone meetings, and/or email check ins midway through each student's clinical education experience with the purpose of facilitating discussion through which both students and clinical staff can discuss overall progress, successes, or identify problems and discuss remediation strategies. The DCE may make other site visits as necessary.

New Clinical Education Site Creation

Extensive efforts are made to carefully select clinical education sites that provide varied and rich learning environments for students. The DCE is responsible for developing partnerships with new clinical sites and determines if sites meet the learning needs of the students in the program and provide high quality clinical education. The DCE may communicate with other schools who are affiliated with the clinical site to solicit feedback. While students, faculty, and clinicians are welcome to recommend new clinical sites to the DCE, all site requests are completed by the DCE and students may not contact sites directly. All clinical sites must be approved by the DCE and an affiliation agreement must be approved and completed prior to commencement of any clinical experiences. Potential new sites must complete a Clinical Site Information Form and read the Oregon Tech and OHSU Department of Physical Therapy Education Clinical Education Handbook. An Affiliation Agreement must be signed by both parties. The DCE then contacts the site to determine potential placement openings for future students. If possible, a site visit will occur either before or once a student is placed at the new site.

Evaluation Policies and Procedures

Evaluation of student performance during clinical education experiences is of utmost importance as it provides the program and the student with feedback about each student's clinical abilities. Additionally, it provides the program with feedback about strengths and weaknesses of the academic curriculum and serves as a basis for appropriate improvements.

Student performance will be evaluated at midterm and the end of each clinical education experience using the Clinical Performance Instrument (CPI) to rate student performance of various aspects of clinical skills and attributes. The CPI is completed online and both students and CIs are required to complete training on the CPI. CIs will review the assessment with the student and discuss the student's strengths, areas needing development, attendance, and any significant concerns. Oregon Tech clinical education faculty will review the evaluation tool to assess the student's progress towards goals for the clinical education experience.

If a CI identifies a significant concern that may place a student at risk for receiving a non-passing grade, the CI is expected to share this information with the student and the DCE as early as possible.

Incident Reports

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

Learning Contracts

A student who is having sustained difficulty with professional and/or clinical behaviors will create a learning plan together with CI, SCCE, and/or DCE in order to assist in the development of behaviors and skills. The student's faculty advisor will be made aware of the learning contract.

A learning contract should be initiated when:

1. A student is not meeting professional behavior guidelines as outlined by the APTA *Core Values*.
2. A student who has received an Incident Report and has repeated demonstration of concerning behavior and/or who needs further guidance and oversight.
3. The CI, SCCE, and/or DCE determine that a learning contract is necessary to provide additional support and structure to increase the likelihood of a student's successful completion of the clinical education experience.

The DCE will meet with the Program Director and use input from the student, CI, and/or SCCE to evaluation whether or not the student has met the requirements of the contract. One of the following determinations will be made:

1. Student has met the conditions of the learning contract and the contract is dissolved.
2. Student needs additional time to meet the goals of the learning contract and completion dates are modified.
3. Student has not met the learning contract and is not progressing adequately toward meeting the learning contract. The consequences as listed on the learning contract will then be implemented.

Grading of Clinical Education Experiences

Clinical education experiences are graded as "pass/fail" based on student's rating on standardized evaluation tool, completion of weekly planning forms, CI comments, the amount of student improvement throughout the experience, and completion of assigned coursework. The DCE holds the responsibility for assigning grades for all clinical education experiences. If a student is unable to meet the goals and objectives outlined for each clinical education experience in the allotted time or following an extended time (if granted), the student will receive a failing grade in the course. The student may also receive a failing grade if significant safety or professional concerns are evident or if performance fails to progress. Any clinical education experience may be terminated at any point at the request of the CI and/or at the

discretion of the DCE if the student is not demonstrating adequate progression. Additionally, significant safety or professional violations could result in immediate removal from the site and failure of the clinical education experience.

Failure of a clinical education experience must be successfully remediated in order to meet program and graduation requirements. The location, length, and type of make-up clinical education experience will be determined by the DCE. Students repeating a clinical education experience may be required to complete additional assignments or follow up with the DCE. Reorganization of the student's clinical education schedule due to failures may result in a longer period of time to successfully complete the entire curriculum. If a student fails two clinical education experiences, they may be subject to dismissal from the DPT program, outlined in more detail in the Oregon Tech and OHSU Department of Physical Therapy Education Student Handbook/Policies and Procedures.

Serious Illness or Injury Procedures

Students will be aware of potential health risks that could occur as a result of participation in clinical education experiences. Students should follow all recommendations by the Occupational Safety and Health Administration. During a clinical education experience, if a student sustains an injury, they should immediately notify their CI and follow clinical site policy regarding reporting of an incident. The CI is responsible to see that all required documentation and reporting is completed. Both the student and CI are required to notify the DCE that an incident has occurred and what course of action has been taken.

Students who experience an illness or injury during participation in coursework or clinical education experiences are responsible for costs. In accordance with Oregon Tech policy, all students are required to have current medical insurance coverage which will cover appropriate medical care.

If, during or before a clinical education experience, a student sustains an illness or injury that may affect their ability to perform the essential functions of a physical therapist, the student must inform the DCE as soon as possible.

Incomplete Clinical Experience

In the event that a student is unable to complete a clinical education experience due to serious illness, injury, or family emergency, the experience may be graded as incomplete. See the Oregon Tech and OHSU Department of Physical Therapy Education Student Handbook/Policies and Procedures for details on assignment of incomplete grades. The DCE will determine appropriate timing, length, and placement for the incomplete clinical education experience.

Site Evaluation

In order to successfully complete clinical education coursework, all students will be required to complete a site evaluation for each clinical education experience. These evaluations will provide

Oregon Tech faculty and other students with information regarding the opportunities and overall effectiveness of clinical education sites. If there is information on the form or any other additional information the student is uncomfortable sharing via the form, the student should set up a meeting with the DCE to discuss the issues. Additionally, at the end of each course, students are expected to complete a course evaluation. It is an accreditation requirement for the University and for the DPT program that student evaluations be utilized for faculty evaluation as well as curricular evaluation.

SCCEs and CIs will be asked to evaluate the DCE and Oregon Tech and OHSU DPT program by completing and submitting the [ACCE/DCE Performance Assessment: Clinical Instructor and Center Coordinator of Clinical Education Surveys](#).

Appendix A: Weekly Planning Form

Student Summary of the Previous Week

Summarize the patient population you have seen:

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

Describe skills that were developed this week:

Reflect on areas that need improvement:

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

1.

2.

3.

Things that will facilitate my learning:

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

Clinical Instructor Summary of the Previous Week

Please use this section to comment on student's progress this week, including areas of strengths, areas needing improvement, and overall progress toward their goals.

Do you have any concerns regarding this student's safety or professional behaviors?

Do you have any significant concerns regarding this student's progress towards performance goals and objectives for this clinical education experience?

Appendix B: Critical Incident Report

Student's Name:

Clinical Instructor:

Date	Antecedents	Behaviors	Consequences
Student's Initials: CI Initials:			
Student's Initials: CI Initials:			
Student's Initials: CI Initials:			

Student's Signature

Clinical Instructor Signature

[*American Physical Therapy Association (2000). Physical Therapy Clinical Instructor Educator Credentialing Manual. APTA: Alexandria, VA.*]

Appendix C: Student Evaluation Form

PT Student Assessment of the Clinical Experience

Name of Clinical Site:

Address:

Clinical Experience:

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

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

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

Patient Management and the Practice Environment

Use the following 4-point scale: 1 = Never 2 = Rarely 3 = Occasionally 4 = Often

7. During this clinical experience, describe the frequency of the time spent in each of the following areas using the above 4-point scale:

Diversity of Case Mix	Rating	Patient Lifespan	Rating	Continuum of Care	Rating
Musculoskeletal		0-12 years		Critical care, ICU, acute	
Neuromuscular		13-21 years		SNF/subacute	
Cardiopulmonary		22-65 years		Acute Rehabilitation	
Integumentary		Over 65 years		Ambulatory/Outpatient	
Other:				Home Health/Hospice	

8. During this clinical experience, describe the frequency of time spent in providing the following components of care using the above 4-point scale:

Components of Care	Rating	Components of Care	Rating
Examination		Diagnosis	
Screening		Prognosis	
History Taking		Plan of Care	
Systems Review		Interventions	
Tests and Measures		Outcomes Assessments	
Evaluation			

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

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

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

15. Please provide any logistical suggestions for this location that may be helpful to students in the future (housing, food, parking, costs, name of resources, etc.)

16. Overall, how would you assess this clinical experience? (Check only one)
 - a. Excellent clinical learning experience; would not hesitate to recommend this site to another student.
 - b. Time well spent, would recommend this clinical education site to another student.
 - c. Some good learning experiences, but student program needs further development.
 - d. Student clinical education program is not adequately developed at this time.

17. What specific qualities or skills do you believe a physical therapist student should have to function successfully at this clinical education site?

18. During this clinical education experience, were you exposed to content not included in your previous DPT academic preparation? Please describe.

19. What suggestions would you offer to future physical therapist students to improve this clinical education experience?

20. What do you believe were the strengths of your physical therapist academic preparation and/or coursework for this clinical education experience?

21. What curricular suggestions do you have that would have prepared you better for this clinical education experience?

PT Student Assessment of Clinical Instruction

1. Using the scale below, rate how clinical instruction was provided during this clinical experience at both midterm and final evaluations.

1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree

Provision of Clinical Instruction	Rating
The CI was familiar with the academic program’s objectives and expectations for this experience.	
The clinical education site had written objectives for this learning experience.	
The clinical education site’s objectives for this learning experience were clearly communicated.	
There was an opportunity for student input into the objectives for this learning experience.	
The CI provided constructive feedback on student performance.	
The CI provided timely feedback on student performance.	
The CI demonstrated skill in active listening.	
The CI provided clear and concise communication.	
The CI communicated in an open and non-threatening manner.	
The CI taught in an interactive manner that encouraged problem solving.	
The CI was open to student feedback.	
There was a clear understanding to whom you were directly responsible and accountable.	
The CI was accessible when needed.	
The CI clearly explained student responsibilities.	
The CI provided responsibilities that were appropriate for this clinical education experience.	
The CI facilitated patient-therapist and therapist-student relationships.	
Time was available with the CI to discuss patient/client management.	
The CI served as a positive role model in physical therapy practice.	
The CI skillfully used the clinical environment for planned and unplanned learning experiences.	
The CI integrated knowledge of various learning styles into student clinical teaching.	
The CI made the formal evaluation process constructive.	
The CI encouraged the student to self-assess.	

2. Was your CI’s evaluation of your level of performance in agreement with your self-assessment?

Midterm Evaluation	Yes	No	Final Evaluation	Yes	No
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3. If there were inconsistencies, how were they discussed and managed?

4. What did your CI do well to contribute to your learning?

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

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