

**DEPARTMENT OF PHYSICAL THERAPY
UNIVERSITY OF DELAWARE**

CLINICAL EDUCATION MANUAL

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SECTION I

CLINICAL EDUCATION OVERVIEW

PHILOSOPHY OF CLINICAL EDUCATION

Clinical education is an integral component of the basic curriculum, along with the basic sciences, the social sciences, and the theory of practice. Within the clinical environment, the student is provided the opportunity to apply didactic knowledge by developing and practicing professional skills. This aspect of the educational experience is essential since these opportunities are difficult to duplicate within the academic classroom (Refer to Program Policy Document: Section III – DPT Academic Standards and Related Policies, regarding student matriculation into clinical education experiences). Although well-designed simulations of patient management and laboratory experiences provide much needed preparation for the roles and responsibilities of physical therapists, it is only within the clinical setting that higher levels of integration and application of skills and behaviors may be learned or acquired.

The entry-level educational program is geared toward preparing the professional clinical generalist. Although special needs and interests may be met and encouraged, the opportunity for true clinical specialization is pursued after the entry level Doctor of Physical Therapy (DPT) degree. As such, the clinical education experiences afforded during the UDPT program take place in a broad spectrum of clinical settings, providing students with exposure to the typical clinical settings found in practice, and clinical care encompassing a lifespan approach. This education is inclusive of opportunities to experience team care and the interprofessional approach to health services. Students are reminded that above all, the client/patient retains ultimate decision-making over their care, including the right to permit or refuse care provided by students.

UD Internal Integrated Clinical Education

The University of Delaware (UD) Physical Therapy Clinic is an extended laboratory center for training students enrolled in the DPT Program. Matriculated students engage in ICEs, which provide an opportunity for students to demonstrate successful integration and application of didactic information and psychomotor skills learned throughout the program on patients in a clinical environment. ICEs create a valuable opportunity for UD clinicians to evaluate students' preparedness to progress to their terminal full-time clinical education experiences. The Clinic is designed and managed to reliably reinforce the knowledge, skills, and abilities/attitudes introduced in the didactic component of the UD DPT Program.

The expectations in the UD Physical Therapy Clinic represent the highest level of best practice as identified and agreed upon by the collective faculty of the Physical Therapy Department. Student proficiency is expected for all content previously completed and for information being learned in the classroom concurrent to the ICE administration. Achievement of such standards requires staff of the physical therapy clinic to be intimately familiar with the delivery of content within the academic curriculum. Ongoing discussions between academic faculty and UD physical therapy clinical instructors provide the venue for identification of performance trends that warrant academic or clinical modification or enhancement. In addition, multiple other checks and balances exist to ensure academic and clinical faculty are calibrated to uniform student performance outcomes, therein seamlessly integrating didactic learning with clinical teaching. UD physical therapy clinical instructors are actively involved in the UDPT academic curriculum.

The UD Physical Therapy Clinic, in conjunction with the Physical Therapy Department, have developed procedures and guidelines to ensure consistency of expectation reflective of the philosophy and teaching of the UD DPT Program. There are extensive procedures related to weekly chart reviews to assess care quality and procedural adherence, daily peer and faculty consultations, assurance of patient variability, and the dissemination and application of ongoing evidence into daily clinical practice. The UD Physical Therapy Clinic adheres to standards for documentation, evaluation, and treatment that exceed typical practice in the public arena. The purpose of this is two-fold: (1) to demonstrate to students that best practice can be accomplished within the confines and constraints of typical clinical practice, and (2) to ensure that students are capable of meeting department-outlined standards of care delivery.

The UD DPT curriculum provides foundational, evidence-based education and utilizes the integrated clinical services as a laboratory to ensure student integration and application of the requisite knowledge, skills and abilities in real-time with live patient scenarios. The complement of on-site classroom and clinical teaching environments allows for student achievement of competency standards commensurate with the nationally recognized quality of the UD brand.

External Integrated Clinical Education

As an extension of the philosophy of the UD DPT curriculum, the pediatric integrated clinical experience is designed to provide students access to clinical care provision in the youngest populations. This serves to round out the exposure students receive to physical therapy care across the lifespan. In addition, this experience offers students the first opportunity to experience care delivery outside the outpatient environment. The UD Faculty believe that diversity of clinical environments offers students the opportunity to best develop their full complement of knowledge, skills and abilities/attitudes for clinical practice. UD partners with local pediatric providers to accomplish this external pediatric integrated clinical experience.

Full Time Clinical Education

The final phase of the clinical education curriculum for UD DPT students occurs at the conclusion of all didactic and integrated clinical training. Students participate in 30 weeks of full-time clinical education, provided via 3 10-week experiences. These experiences are offered in conjunction with a curated cadre of clinical facilities across the country who meet UDPT's threshold of quality care and evidence-based practice. In addition, these sites offer students opportunities to continue the development of knowledge, skills and abilities/attitudes begun during their training at UD, as well as unique opportunities to extend learning into greater breadth and depth.

Students are required to complete terminal clinical education experiences in both an inpatient and outpatient setting. Students then are permitted to select an additional experience to round out the three experiences in whichever setting is of benefit to their desired career trajectory. The UD DPT faculty take an active role in assisting students in exploring and defining their career trajectory, with the goal of easing the transition from student to clinician.

PURPOSE OF THE CLINICAL EDUCATION MANUAL (CEM)

The CEM is intended to provide the Site Coordinator of Clinical Education (SCCE), Clinical Instructor (CI), and student important information regarding the clinical education component of the University of Delaware's Doctor of Physical Therapy (DPT) curriculum. The CEM is expected to be used as a reference during the clinical education experiences.

It is the student's responsibility to review the information contained within the CEM. Questions regarding any aspects of this manual or clinical education in general can be addressed to any member of the Academic Clinical Education Team (ACET) at UD, the Director of the Entry-Level DPT Program, or the Chair of the University of Delaware's Physical Therapy Department.

The Academic Clinical Education Team (ACET) consists of the co-Course Coordinators for the individual clinical education coursework (PHYT812, 821, 822, 831, 833, 834) (inclusive of the Associate Director of the Entry-level DPT Program and the Director of Clinical Services) and the administrative assistant working with clinical education. Functionally, the ACET operates within two (2) specific teams:

- Internal ACET: The Director of Clinical Services (team leader), the co-Course Coordinator, and faculty advisors for PHYT 821 and 822 oversee the integrated clinical education experiences within the UDPT Clinic.
- External ACET: The Associate Director of the Entry-level DPT Program (team leader) along with the co-Course Coordinators for PHYT 812, 831, 833 and 834, and the faculty advisor for PHYT 812 oversee the external (pediatric) integrated clinical education experience and the full-time clinical education experiences.

STRUCTURE OF CLINICAL EDUCATION

The University of Delaware's Physical Therapy Program has three integrated part-time clinical education experiences (ICE) and three terminal full-time clinical education experiences in the curriculum. The ICEs occur during semesters when students are completing didactic coursework. The terminal full-time clinical education experiences occur at the end of the curriculum following the completion of all didactic coursework.

Integrated Part-time Clinical Education Experiences

PHYT 821: Orthopaedic Clinical Experience – 3 credits, letter graded, (A / B / C- / D / F), semester-long experience that will take place in the University of Delaware's Sports and Orthopedic Physical Therapy Clinic. This experience is typically offered in Spring 1, Summer 2, Fall 2 and Spring 2.

PHYT 822: Neurologic / Older Adult Clinical Experience – 3 credits, letter graded (A / B / C- / D / F), semester-long experience that will take place in the University of Delaware's Neurologic and Older Adult Physical Therapy Clinic. This experience is typically offered in Spring 1, Summer 2, Fall 2 and Spring 2.

PHYT 812: Pediatrics – 1 credit, letter graded (A / B / C- / D / F), semester-based clinical education experience that will take place in local pediatric facilities. This experience is typically offered in Fall 2, Winter 2, and Spring 2.

Terminal Full-time Clinical Education Experiences

PHYT 831: Full-Time Clinical Education Experience - Inpatient – 4 credits, letter graded (A / B / C- / D / F), 10 weeks. This experience is typically offered in Summer 3 and Fall 3.

PHYT 833: Full-Time Clinical Education Experience - Outpatient – 4 credits, letter graded, (A / B / C- / D / F), 10 weeks. This experience is typically offered in Summer 3 and Fall 3.

PHYT 834: Full-Time Clinical Education Experience - Elective – 4 credits, letter graded, (A / B / C- / D / F), 10 weeks. This experience is typically offered in Summer 3 and Fall 3.

CLINICAL EDUCATION ROLES AND RESPONSIBILITIES

The responsibilities of the following roles are outlined in appendix: Team Leader of ACET, Course Coordinator (CC), ICE Faculty Advisors (FAs), Site Coordinator of Clinical Education (SCCE), and Clinical Instructor (CI). To ensure clarity of purpose and expectation, the student's roles and responsibilities are outlined below.

Student

The student is to assume the role of an active adult learner. This includes a thorough understanding of the objectives for each rotation as well as the expectations of the clinical education site, ACET, CI, and SCCE regarding the clinical experience.

Student responsibilities:

1. Review the clinical education site contract and CSIF to understand the requirements of the clinical education site.
2. Provide the ACET with preferences for clinical education assignments when requested.
3. Complete all pre-placement requirements necessary to participate in clinical education when requested.
4. Arrange for housing and transportation to the clinical education site during each experience.
5. Assume responsibility for all costs incurred for travel and housing related to the clinical experience.
6. Create and share personal goals with their CI specific to the clinical setting.
7. Actively participate in the clinical learning process.
8. Understand and comply with all policies and procedures of both UDPT and the clinical education site.

9. Complete all assignments required by the UDPT clinical education program and clinical education site.
10. Provide feedback to the CI and Course Coordinator about the learning environment and the level of supervision experienced.
11. Complete the Physical Therapist Student Evaluation of Clinical Experience (PTSE on Exxat) and Clinical Instructor (PTSE2 on Exxat).
12. Complete the Evaluation of the Academic Clinical Education Team.
13. Ensure all required paperwork is returned to the ACET at the requested due date.
14. Consistently demonstrate professionalism in all interactions while being representative of the University.

SECTION II

REQUIREMENTS, POLICIES (INCLUDING GRADING) and RESOURCES GOVERNING UDPT CLINICAL EDUCATION

REQUIREMENTS RELATED TO CLINICAL EDUCATION EXPERIENCES

In preparation for the clinical education phase of the curriculum, students are expected to meet / maintain the following requirements. Additionally, clinical education sites may have additional requirements associated with placement within their facilities. Some of these requirements require additional cost(s) to students. It is an expectation that students maintain currency of these requirements throughout the curriculum.

Housing

Students should expect to incur additional living expenses during their full-time clinical education experiences. The additional expenses incurred are the responsibility of the student. Some facilities are able to provide student assistance (housing, meals, parking, or stipends). This information may be obtained from the CSIF and/or clinical education site page on Exxat.

Emergency Contact

Students are expected to provide updated contact information (e.g. housing addresses, personal phone numbers/contact information, and secondary emergency contact information) for use during clinical education experiences. This data is housed on Exxat, in the Student Profile section.

Liability Insurance

The University carries an umbrella policy that provides professional liability insurance (malpractice insurance) for all students during clinical education experiences. Additionally, it is a UDPT program requirement that all students carry individual professional liability insurance in addition to UD's umbrella policy.

Medical Examination and Verification of Immunizations

Proof: Physical Exam Verification and Immunization History

Many clinical education sites require that the student show verification that he/she has completed a recent physical examination. For the purpose of continuity, it is strongly recommended that this examination be performed at the UD Student Health Center (302-831-2226). Student Health will offer physical exams at designated times each spring semester. Please note: The Student Health Center will only perform a medical examination *recheck* if the student had their first physical examination at Student Health.

When embarking on full time clinical education experiences, students should read the clinical education agreement, CSIF, and any additional clinical education site requirement information provided on Exxat to determine if a physical exam is required, the associated medical information required, and the timeframe for completion of these requirements.

Immunizations may be required prior to participating in a clinical education experience. Such immunizations may include (but not be limited to): measles, mumps, rubella, tetanus (within the past 10 years), meningitis vaccine, varicella, seasonal flu, COVID-19, and Hepatitis B (or Hep B waiver). Some clinical education sites may also require titers to ensure adequate immunity.

Students may be required to complete a TB (PPD) test. Students must be aware that there is a one-step and a two-step PPD test. The clinical education agreement, CSIF, and/or clinical education site requirement information on Exxat may specify which TB test a particular clinical education site requires. There are time sensitive elements relative to completion of the TB test. A one-step test requires that the PPD must be read 48-72 hours after the test was administered. A two-step test requires the student to receive a second PPD 1-3 weeks after the first test. Similar to the one-step test, the second PPD must be read 48-72 hours after the test was administered. **The Pediatric ICE clinical education site requires a 2-step PPD**, therefore all students are required to get the 2-step PPD during Spring 1 to fulfill this requirement. As an alternative, students may elect to have the TB Gold Test drawn; this is

accepted for the Pediatric ICE experience and recommended by UD Student Health Services. Students are encouraged to investigate all TB testing options, including associated costs, prior to undergoing testing.

- In the event a student has a positive TB test, he/she will need to have a chest x-ray performed to rule-out active TB. Pending a negative chest x-ray, it is likely there will be no delay in commencing clinical work. Student Health generally advises the student to consider consultation for prophylactic treatment when a positive PPD is identified in the presence of a negative chest x-ray.
- If the student has been vaccinated for TB, he/she will need to provide documentation of the completed vaccination.
- The student will be financially responsible for all fees associated with medical examinations, immunizations, titers, etc.

Health Insurance

Proof: A current copy of the student's insurance card must be retained on Exxat at all times as proof of health insurance.

All students are required to have health insurance during both the didactic and clinical education curricula. It is encouraged that students understand the coverage provided by their health insurance, including preferred providers and in- vs. out-of-network care.

OSHA / Bloodborne Pathogen (BBP) Training

Proof: Students receive a certificate of completing OSHA/Bloodborne Pathogen (BBP) Training.

All students are required to complete BBP training yearly and maintain updated status. This certification must be uploaded to Exxat upon receipt.

HIPAA

Proof: Students will complete provided HIPAA training and pass all associated quizzes/assignments. There is no requirement to upload any specific documents to Exxat.

Health Information Portability and Accountability Act (HIPAA) was enacted in 1996 and governs the use, transfer, and disclosure of health-related information. The HIPAA Privacy Rule creates national standards to protect an individual's medical record and other protected health information (PHI), but will not interfere with a patient's access to, or the quality of health care delivery. It provides patients control over their health information and sets boundaries on the use and release of health records. The Privacy Rule requires the Providers must have appropriate safeguards to protect the privacy of PHI. It holds violators accountable, with civil and criminal penalties that can be imposed if they violate patients' privacy rights. It strikes a balance when public responsibility requires disclosure of PHI to protect public health however if more restrictive state regulations exist, they will supersede the Privacy Rule.

All students are required to complete training for awareness and compliance with the patient privacy regulations of the HIPAA. This training will occur across several courses, as well as via online modules administered through the University. Students are responsible for the HIPAA training received throughout the curriculum, and responsible for applying/implementing this training in the various clinical education experiences. In addition, the student may be required to complete additional HIPAA training at their assigned clinical education site as part of the orientation process.

Student are reminded to protect patient confidentiality and not to discuss the patient/patient condition outside of the clinical education setting. De-identified patient cases may be discussed with faculty for educational purposes and occasionally with classmates when specified for course assignments; students are cautioned to ensure all patient identifiers are removed, with reasonable effort exercised to protect the confidentiality of the information shared.

CPR Certification

Proof: Students will upload CPR certificates to Exxat upon completion.

University of Delaware physical therapy students are required to have current CPR certification which includes adult, child, and infant CPR/AED/breathing emergencies. CPR certification is completed through the American Red Cross BLS training or American Heart Association BLS training and is incorporated into the curriculum. Certification must be uploaded to Exxat upon receipt. Students are cautioned that specific external clinical education sites may require additional CPR training / certification(s), at an additional student expense.

PROCEDURE FOR CRIMINAL BACKGROUND CHECK AND DRUG TESTING

The student will receive a link for one of three options – initial criminal background check, annual criminal background check update, or drug test. The outcome of CBCs and/or drug screens completed to meet clinical education requirements will be shared with the respective clinical site, in the manner outlined by that site.

Full Background Check – This is the first criminal background check completed at the University of Delaware through the contracted vendor. This is an ID trace, a county criminal record search, and a national criminal database search.

Updated Background Check – This is completed when the student has already completed the Initial Criminal Background Check through the approved vendor. It will investigate the time from the last completed CBC through county criminal record searches and national criminal databases.

Drug test – This is a 10-panel screen completed at labs designated by the approved vendor. A Chain of Custody Form will be sent electronically after completing payment on the approved vendor website.

Should difficulties with this process arise, please contact one of the Course Coordinators or the Administrative Assistant for Clinical Education in University of Delaware's Physical Therapy Department.

Criminal Background Checks (CBC)

Proof: When the CBC has been completed, the Entry-Level DPT Program Director and the student will be able to view the summary findings. If any positive records are identified, the student and Program Director will work together toward resolution.

Criminal background checks are required by many clinical education sites. The student must complete all criminal background check requirements prior to beginning each clinical education experience. Requirements may vary according to state and/or clinical education site and are listed in the clinical education agreement, CSIF, and/or clinical education site requirements on Exxat. It is the student's responsibility to ensure that all requirements are completed prior to beginning the clinical education experience. Further, the student is responsible for fees incurred to complete these requirements. The cost of the CBC will vary based on number of counties and states in which the student has lived and the number of additional names the student has (maiden/married/etc.). The student should follow the instructions below to complete the criminal background check.

Students are encouraged to contact the Director of the DPT Program as soon as possible in the curriculum should there be any concern about the ability to obtain licensure or engage in a clinical education experience given potential findings on a CBC.

A positive criminal record search may prevent completion of curricular requirements and/or licensure. Follow-up on any findings and/or concerns relative to the outcome of the CBC is the student's responsibility.

There are specific criminal background requirements for PHYT 811 (Pediatrics). This course is housed in the Early Learning Center (ELC) at the University of Delaware. In order to participate in this course, the student MUST complete a Delaware State Criminal Background Check. This requires the student to have fingerprinting conducted in the State of Delaware; these prints will be used to obtain criminal history information from the Delaware State

Bureau of Investigation (SBI) and the FBI, as well as the child abuse registry and the adult abuse registry. These requirements exist for an academic course and therefore must not be confused with the requirements of any part-time or full-time clinical education experience. Completing this requirement for PHYT 811 is done in PHYT 830: Introduction to Clinical Education.

If a student requires an additional CBC to meet the clinical education site requirements beyond the initial one completed in the first summer of the program, the student should contact the Administrative Assistant for Clinical Education in University of Delaware’s Physical Therapy Department.

Drug Screen

Proof: When the drug screen has been completed, the Entry-Level DPT Program Director and the student will be able to view the summary findings. If any positive records are identified, the student and Program Director will work together toward resolution.

Students may be subject to mandatory drug testing prior to starting a clinical education experience if this is standard procedure of the clinical education site to which they are assigned. Additionally, the student may be subject to random drug testing during a clinical education experience, in accordance with the clinical education site’s policies. Such testing usually consists of urinalysis. If a clinical education site requests testing, students need to comply and assume full financial responsibility for such tests. When a drug screen is performed through the Department’s approved vendor, it is a 10-panel test. However, there are different drug screen levels (5 panel, 9 panel, etc.). Students are encouraged to inquire about the type of test required and should avoid ingesting substances that may lead to a false positive finding on a drug test. **Additionally, it is strongly recommended** that the student drink no more than 8 oz. of fluids in the 2 hours prior to completing the urinalysis to minimize inconclusive results. If drug screenings are not provided by the clinical education site, the student may follow the instructions below for obtaining a drug screen locally.

To initiate a drug screen, the student should contact the Administrative Assistant for Clinical Education in University of Delaware’s Physical Therapy Department.

Office of Inspector General (OIG) Report

Student names will be reviewed against the OIG Exclusions Database to demonstrate no previous history of OIG sanctions. The Administrative Assistant for Clinical Education in University of Delaware’s Physical Therapy Department will complete this process during the Winter of Year 1.

TIMELINE FOR COMPLETION OF REQUIREMENTS

Course in which requirement is fulfilled.

Requirement	DPT 1	DPT 2	DPT 3
HIPAA	PHYT 821 & PHYT 822 SO & NOA ICE	PHYT 821 & PHYT 822 SO & NOA ICE	
CPR	PHYT 830 Intro to Clin Ed	PHYT 807 Emergency Response & Adv Seminar	
BBP	Anatomy and PHYT 830 Intro to Clin Ed	Winter session	
Hep B	Summer		
Resume	PHYT 830 Intro to Clin Ed	Updated throughout	Updated throughout
Physical	Spring	Spring	
Varicella	Spring		
*Child Care Center Verification Form For Fingerprinting	PHYT 830 Intro to Clin Ed		
*TB/PPD	Spring 1 – email from Clin Ed	If needed for full-time CEE	

Criminal Background Check	PHYT830 Intro to Clin Ed	If needed before PHYT 812 – will be discussed	If needed before PHYT 831, 833 or 834 (approved vendor)
Drug Testing		Before PHYT 812 (approved vendor)	If needed before PHYT 831, 833 or 834 (approved vendor)
Full-Time CEE Assignment		Summer; Updated thereafter	
Signing Contract Review Form		Spring	
Full Time Clinical Education Experience Assessment Tool Training			Before 1 st Full Time Clin Education Experience (PHYT831, 833, 834)

*These are requirements to attend any classes (Pediatrics) or clinical experiences at the UD Early Learning Center. ALL students will need to complete these requirements.

RESOURCES AVAILABLE TO STUDENTS

Previous Student Evaluations of Clinical Experiences (named 'PTSE' in Exxat) experiences additional clinical site information on Exxat, and clinic-specific websites are available for review to allow students to make decisions regarding clinical education experience options.

Student Evaluation of Clinical Education Experience and Clinical Instructor Form (PTSE on Exxat)

Every student must complete an evaluation of his/her experience during each full-time clinical education experience. The Course Coordinators will review student feedback regarding the clinical education site as well as regarding the clinical instructor. Follow-up conversations may occur should comments require additional clarification.

Exxat

Exxat is the software utilized by the ACET to manage assignments and communications while students are on their full-time clinical education experiences. Exxat can be accessed at <https://apps.exxat.com>.

Program Policy Document

This document outlines program-wide guidelines and policies for the DPT program. Students may access this document on the Student Resources webpage of the Department's website: <https://sites.udel.edu/pt/student-resources/>.

UD Clinic Orientation Manual

Students may access this Manual via Microsoft Teams.

RCRPP

The full-time clinical education experiences utilize the Rating of Clinical Reasoning, Performance, and Professionalism, known as RCRPP. This requires training for use, which will be completed prior to embarking on the first Full Time Clinical Education Experience.

POLICIES

Conflicts of Interest

In an effort to avoid potential conflicts of role recognition, students must disclose all potential conflicts to the Course Coordinators. Conflicts of interest include, but are not limited to, clinical education sites where a student previously served as a paid technician/aide, clinicians with whom the student has or had a personal relationship, and clinical education sites in which the student or close members of the student's family have prior relationships causing the perception of undue influence. Failure to disclose such information may result in disciplinary action.

Clinic Cancellations

It should be noted that clinic cancellations do occur, sometimes with very little notice. The student will be alerted of the change as soon as possible. Rescheduling of a cancelled clinical education experience will occur in collaboration with the student to promote re-assignment to a different, yet equally appropriate, location/timing as quickly as possible.

Attendance

Attendance is mandatory. The student is expected to work the assigned hours of the clinical education site and/or their assigned CI. The student is expected to adhere to the policies and procedures of the clinical education site.

In the event of clinical education site holiday closure that coincides with a University of Delaware observed holiday, the student does not need to inform the ACET.

If the clinical education site closes due to weather or in observance of a holiday that is not observed by the University of Delaware, the student must inform the course coordinator as soon as they learn of the closure.

In the event of an extenuating circumstance necessitating the student to request a day off, the student must inform the Course Coordinator of the circumstance and rationale for their request **prior to** engaging in discussions with the clinical education site. After the student has received approval from that Course Coordinator, he/she may then discuss the situation with the CI and/or the SCCE to receive final approval. A proposal to make up time missed must be on-hand at the time of discussion. It is suggested that the student provide the clinical education site with as much notice as possible (at a minimum 2 weeks). It should be noted there is no guarantee the clinical education site will grant the time off. Requests for time off will only be considered for students in good standing.

During the final clinical education experience, the student may request one day off for the purpose of attending a job interview **OR** for taking the licensure exam early (not both). **Prior to** discussion with the CI, the student should alert the Course Coordinator of record regarding this request. If granted approval by the Course Coordinator, the student should then discuss with the clinical education site the anticipated testing day in advance of the clinical education experience or provide a minimum of 2 weeks' notice when arranging an employment interview. The clinical education site retains the right to approve or decline the request for the day off. Pending feedback from the clinical education site and evaluations of student performance to date, the Course Coordinator will determine whether the day off must be made up. More than three absences (even if excused) during any rotation may preclude an on-time completion of the clinical education experience.

In the event of illness-related absence, the student must call or email (mode of communication to be discussed with clinical education site at the start of the experience) their CI and/or SCCE and notify them of the circumstances prior to the start of the work day. The student must also contact the appropriate Course Coordinator to inform him/her of the situation, at the same time that the clinical education faculty members (CI and/or SCCE) are notified. The clinical education site, in conjunction with the Course Coordinator, will determine whether time missed must be made up, including a schedule for such make up. Additionally, the student must follow the clinical education site's guidelines for return to practice following missed time. The student is also referred to the policy (below) regarding *Medical Care While on Clinical Experience*.

Medical Care while on Clinical Education Experiences

If a student becomes ill while on a clinical education experience, they should notify the CI/SCCE of the occurrence. Students should not participate in patient care if experiencing a medical issue that would impede his/her ability to participate in patient care or is experiencing symptoms that may pose risk to others (ex: communicable illness). The CI or SCCE may suggest a local medical physician/clinic that could provide non-emergency care. In the event of an emergency, the student is expected to go to the nearest emergency room or call 911. It is recommended to discuss local healthcare options with the SCCE/CI during the first few days of the clinical education experience. Students

should refer to the Program Policy Document (Section II – DPT Professional Standards and Related Policies/Illness) regarding departmental requirements for medical clearance.

Attire

Students are expected to abide by the dress code established by each clinical education site. In general, attire should be appropriate for the setting as well as the activity in which the student is involved. While the Program Policy Document (Section II – DPT Professional Standards and Related Policies/Professional Dress Code) contains overarching, general guidelines on professional attire, clinical education sites retain the right to determine and enforce further stipulations to professional dress that are setting-specific.

It is also important that patients, families, visitors and colleagues be able to easily identify the student as a Physical Therapist Student. Each student possesses a UDPT name tag and is expected to wear this name tag or a clinical education site approved name badge during all clinical education experiences.

PPE Purchase: Students must abide by the clinical education site's use of personal protective equipment (PPE), including use and disposal of such. This may require students to purchase PPE approved by the clinical education site for use within its facilities.

Extension Requests for Assignments during Clinical Education Experiences

Students are expected to respect and abide by the clinical education assignment due dates provided within each course syllabus. If, due to extenuating circumstances, an assignment deadline extension is needed, it is the student's responsibility to request the extension from the Course Coordinator **PRIOR** to the due date. The Course Coordinator reserves the right to approve or deny such a request. Students are referred to [Clinical Education Grading and Implications table](#) for impact of non-approved late assignments on final grade determinations.

Mobile Technology Usage

All cell phones should be turned off while on any clinical education experience, unless expressly permitted by clinical education site policy. Generally, it is not expected that personal communications occur during the hours of the clinical education experience. In the event that an important communication is expected, proper arrangements with the CI must be established in advance to prevent interruption to patient care. If necessary and approved, such communications should occur in the proper location. It should be well understood that phone calls/texts/emails shall not occur when treating patients on the floor. Students should limit time spent in discussions and return as quickly as possible.

Dry Needling

The education, training, and assessment within the profession of physical therapy includes the knowledge base and skill set required to perform the tasks and skills of intramuscular manual therapy/dry needling with sound judgment. It is also clear; however, that dry needling is not an entry-level skill and should require additional training (FSBPT Dry Needling Competencies, 2018, accessed at: <https://www.fsbpt.org/FreeResources/RegulatoryResources/DryNeedlingCompetencies.aspx>).

The entry-level doctoral program in physical therapy at the University of Delaware does not allow students to practice the skill of dry needling in any manner while matriculated as a UDPT student, including during clinical education experiences. The student is not allowed to handle the instruments (needle) in contact with the human body in any way. This includes practice with a fellow student or clinical instructor.

Referral for Profit (RFP) (including Physician-Owned Physical Therapy Services (POPTS)): In accordance with best practices principles, and as supported by the APTA White Paper on Referral for Profit (accessed at: <http://www.apta.org/StateIssues/ReferralforProfit/> (APTA member only resource)), the faculty at the University of Delaware Physical Therapy Department have determined that no POPTS clinics will be used for the purposes of

providing clinical education to UDPT students in the course of their academic curriculum. Due to this policy, no contracts will be established with clinics determined to be POPTS. Additionally, contractual agreements will be severed if a clinical education site changes in structure to fall under a POPTS designation.

Use of Clinical Education Site Information, Including Logo, Likeness, & Documents

Students may not use logos/likenesses and other potentially protected information unless specifically authorized by the clinical education site. Clinical education sites may have policies and procedures governing the use of information about their facilities, including name/logo/likeness, in public forums or on social media. Students are responsible for abiding by all policies and procedures of the clinical education site before, during, and after clinical education experiences. Students are encouraged to use clinical education site names in professional communications (i.e.: resumes, LinkedIn).

SELF-ASSESSMENT

Self-assessment is a very valuable skill for not only the physical therapy student, but for all practicing physical therapists. The process of self-assessment promotes reflection and encourages individuals to discover ways to improve themselves. There are several purposes for performing and improving self-assessment. First, it familiarizes the student with the professional expectations within each clinical education experience. Second, it promotes reflection and learning by encouraging the student to consider events that have occurred and how those experiences will affect future performance. Third, it enhances communication between the student and CI.

During the clinical education experiences, students have both formal and informal opportunities to participate in and improve their self-assessment.

Formal opportunities include, but are not limited to the following:

- Feedback Sheets/Forms: These provide the student an opportunity to reflect upon their performance and clinical instruction to date. After doing so, this is shared with the CI for return comments and feedback on both the self-assessment and performance assessment. The individual course syllabi outline the usage and structure for these documents.
- Performance Assessment Tools: All clinical education experiences are constructed with formal assessment of performance. Performance assessment tools utilize both student self-assessment alongside CI assessment of performance, completed at specifically outlined times within the experiences (generally midterm and/or final). It is expected that specific comments be included to support the ratings/scores selected. Each course outlines the specific tool used and expectations for performance achievement for the respective experience within the syllabi.

Informal opportunities occur as part of the ongoing feedback process throughout the clinical experience.

These include, but are not limited to the following:

- Routine conversations with clinical instructor
- Conversations with Course Coordinator(s)
- Ongoing discussion and adjustment regarding patient/client plan of care

GRADING

The practice of clinical education involves ongoing assessment of the development of clinical competency. The act(s) of gaining competence in clinical care requires students to reduce their reliance on CI direction. Clinical education coursework expects progression along the continuum from lower level task accomplishment to higher level task mastery. Students are also expected to show improvement in areas of weakness throughout the clinical experience, with progress demonstrated by the increase of clinical responsibility over time. The course-specific performance expectations are calibrated to the current level of didactic learning and clinical training in the entry-level DPT program. The grading reflects, at minimum, the amount of supervision required and the level of consistent competence demonstrated by the student on the graded item. The course syllabi provide specific instructions






including performance expectations and assessment parameters (tool usage) for each of the respective grading tools used in the respective clinical education courses.

Grade Assignment

Grading for these courses will be A, B, C-, D, or F and will be assigned by the Course Coordinators following review of submitted assignments and grading tools. Please see below chart for grading details.

Clinical Education Grading and Implications ICE and Full time Clinical Education Experiences

** Grade Deemed Passing
^^ Grade Deemed Non-Passing

	Grade: A **	Grade: B **	Grade: C – ^^	Grade: D ^^	Grade: F ^^
Performance assessment from clinical education experience:	Student meets the benchmarks as established for the clinical education experience (with/without extension)	Student meets criterion for grade of 'A' AND Submits < 80% of required assignments by the deadline	Student fails to meet the benchmarks as established for the clinical education experience (with/without extension) OR Student demonstrates lack of readiness OR lack of continual progression toward the expectations of performance and is removed from patient care for the duration of the semester/clinical education experience	Student meets criterion for grade of 'C-' AND Submits < 80% of required assignments by the deadline	Student commits an egregious error of a repetitive nature and/or significant magnitude OR Student is permanently removed from the clinic
Matriculation procedures as outlined in Program Policy Document	 Student matriculates forward	 Student matriculates forward	 Student participates in a required CEIS*	 Student participates in a required CEIS*	 Student is recommended for dismissal

* In the event that a student receives a grade below 'C' **AND** has already received a grade below a 'C' in another curricular core course, refer to the Program Policy Document section on DPT Academic Standards and Related Policies.

Revised: 5/24/2018; 5/21/2019; 5/29/2019

Removal from providing patient care for the duration of the semester/clinical education experience:

Clinical education involves the treatment of actual patients seeking physical therapy care. Students must bring with them specific knowledge, skills and abilities that have been previously taught in the curriculum and/or those they are learning concurrently in classes. Pre-requisite knowledge, skills, abilities, values and attitudes are the foundation of clinical practice. Previous entry level DPT course content will not be re-taught in the clinic, it will be applied to a dynamic clinical situation. Students must also demonstrate truthfulness in communication with their clinical instructor and patients, reliable and predictable clinical performance and the humility to recognize their limits and ask for help when needed in order to provide safe and effective physical therapy care. Any student, who cannot fulfill these expectations, including mastery of previously learned content, will be removed from providing patient care for the semester/duration of that clinical education experience.

Permanent removal from clinic:

In the rare case that a student displays egregious behavior that demonstrates the following, a student may be permanently removed from the clinic:

- Incompetence and/or disregard for the care and safety of patients;
- Unprofessional conduct;
- Disregard for legal standards or *Code of Ethics*.

Withdrawal (W)

Situations requiring withdrawal will be handled in accordance with the Program Policy Document (Section III – DPT Academic Standards and Related Policies/Grading).

Incomplete (I)

At times, circumstances arise that preclude a student from satisfactorily completing the requirements of a given course. In this event, the Course Coordinator under advisement from the Program Director may issue a grade of Incomplete. Students are directed to the Program Policy Document (Section III – DPT Academic Standards and Related Policies/Grading) for information regarding this grade.

Incomplete with Extension

If the student is not meeting the passing criteria at the time of the final evaluation, the team leader of the appropriate ACET may offer an extension of the course. To make this determination, the team leader, in consultation with the CI, assures that:

- the defined areas of deficiency are limited in scope
- it is feasible that the deficiencies might be improved to passing standards within a time that reflects no greater than a 20% extension of the full course timeframe.

Any extension granted will be defined by an extension contract, outlining time and objective performance measures to be met. The student will be awarded an initial grade of 'I'. Students will receive a full re-evaluation at the end of the outlined extension time period, at which time the final grade for the course will be determined (see [Clinical Education Grading and Implications table](#)). An extension opportunity is not a guarantee of a passing grade for the clinical experience. It must be noted that, a grade of "I" will be changed to the appropriate grade per the evaluation at the conclusion of the experience. Additionally, students are cautioned that the extension of a clinical education experience may result in the disruption of subsequently scheduled experiences and/or graduation.

Non-Pass

In the event a student does not meet the outlined passing criteria, procedures governing matriculation and/or grade grievance as outlined in the Program Policy Document (Section III – DPT Academic Standards and Related Policies/Criteria for Matriculation) will be followed.

SECTION III

CLINICAL EDUCATION EXPERIENCE-SPECIFIC PROCEDURES

INTEGRATED CLINICAL EXPERIENCES

Courses

PHYT 821 – Orthopaedic Integrated Clinical Education Experience

PHYT 822 – Neurologic/ Older Adult Integrated Clinical Education Experience

PHYT 812 – Pediatric Integrated Clinical Education Experience

*(**PHYT 821, PHYT 822, and PHYT 812 must each be passed to fulfill graduation requirements)*

Assignment Process (PHYT 821 / 822 / 812)

Final placements of students are completed by the respective Course Coordinator who reserve the right to exercise professional judgment regarding placements based upon the student's academic and clinical performance, as well as information gained via consultation with the Program Director and key academic content advisors. The placement process is dynamic, with ongoing review/reassignments. Other factors that influence the timing of the ICE include Clinical Instructor availability, patient volumes, and external factors impacting clinical service operations. This process attempts to accommodate student scheduling requests to the greatest degree possible, so essential information relative to the timing of the ICE should be forwarded to the Course Coordinator for the respective ICE in a timely manner. Throughout this process, information relative to student academic standing is not shared directly with the clinical site. Students will be provided a tentative schedule of their initial assignments to PHYT 821/822/812 by mid-winter session Year 1; students are reminded here that reassignments may likely occur across the duration of the program, and will be sent via email. **Due to the dynamic nature of the clinical services, time slots and CI assignments will be posted ~1 week prior to the start of each semester and are considered tentative.**

FULL-TIME CLINICAL EDUCATION EXPERIENCES

Courses

PHYT 831 – Full-time Clinical Education Experience: Inpatient

PHYT 833 – Full-time Clinical Education Experience: Outpatient

PHYT 834 – Full-time Clinical Education Experience: Elective

Establishing New Clinical Education Sites (PHYT 831 / 833 / 834)

All clinical education experiences will be established by the External ACET. Under **NO** circumstances are students allowed to contact facilities to establish a new clinical education site. If the student ignores this policy, there will be disciplinary action. If a student would like to pursue establishing a new clinical education site, he/she should contact the External ACET and provide the name of the clinical education site and any contact information that might be known. The Course Coordinators will determine the appropriateness of pursuing the establishment of a new clinical education site. It should be noted that establishing new clinical education sites will occur only when additional clinical education sites are needed or when a student is involved in a unique situation requiring additional consideration. Students will only be permitted to submit a new clinical education site request once.

Assignment Process (PHYT 831 / 833 / 834)

Clinical education sites are contacted by the External ACET to determine availability for student placement. DPT 1s are then provided with a list of available clinical education site options, including the time frame of the placement. Students will be asked to provide the ACET with a list of their top selections for each full-time clinical education course. When completing requests for clinical placement, students are strongly encouraged to avail themselves of the following resources: Course Coordinator mentorship meetings, the clinical education site's Clinical Site Information Forms (CSIFs), data provided by ACET and listed on Exxat, and prior student evaluations of the clinical education site. Students will complete their placement "wish list" on Exxat by the required deadline.

All clinical education site placement "wish lists" will be reviewed by the External ACET to determine appropriate matches with clinical education sites. Placement of students is accomplished by the External ACET, who reserve the right to exercise professional judgment based upon the student's academic and clinical performance, as well as information gained via consultation with the Program Director. Throughout this process, information relative to

student academic standing is not shared directly with the clinical site. The placement process is dynamic, with ongoing review/reassignments, including clinical education site cancellations/changes. Students are encouraged to secure flexible and refundable transportation and housing arrangements.

Requesting a Change in a Scheduled Full-time Clinical Education Placement (PHYT 831 / 833 / 834)

There are circumstances that may cause a student to request a change in a scheduled clinical education experience prior to its start. If the student wishes to pursue changing an assigned clinical education site, the student is required to write a proposal and submit it to the External ACET. This proposal must include the following:

1. Date of scheduled clinical education experience
2. Assigned clinical education site
3. Requested clinical education site
4. Purpose for requesting the change that outlines the reason the student is requesting the change, any specific steps that need to be completed, etc. It should be noted that all requests will be reviewed on an individual basis. There is no guarantee that any request will be granted by completing a written request for change. There are times when graduation may be delayed when students self-select out of their clinical assignment. Each student may only request a change in an assigned clinical education experience once during their tenure at University of Delaware.

APPENDIX

ROLES AND RESPONSIBILITIES

Team Leader of Respective ACET (TL)

The Team Leaders are full-time core faculty members who provide primary oversight, direct the operations, and hold responsibility for the functioning of the respective ACET.

The Team Leader's responsibilities include, but are not limited to:

1. Serve as co-Course Coordinator(s) for all clinical education experiences within their respective teams.
2. Liaise with Program Director, Faculty Advisor(s), and/or Course Coordinator(s) on issues or concerns related to the ACET.
3. Act as a resource to the co-Course Coordinator(s) in carrying out the associated responsibilities.
4. Provide oversight and management of student performance during respective clinical education experiences, including issues related to student matriculation.
5. Perform duties of the primary faculty and course coordinator for respective clinical enrichment independent study (CEIS) work.

Faculty Advisors (FA)

The Faculty Advisor is a full-time core faculty member with content expertise in the area of advisement. This FA is in charge of representing the faculty perspective in the area of clinical education and providing advisement to the clinical education process. They are a core member of the Academic Clinical Education Team (ACET) for the Integrated Clinical Experiences.

FA responsibilities (extent of FA involvement varies by clinical education course):

1. Review the clinical education process to ensure a high-quality educational experience.
2. Review updates on student progression throughout the semester and provide solutions to clinical education issues as requested.
3. Review student performance indicators (e.g. NPE, NEC, course assignments/projects) and consult on the course grade in compliance with stated criteria as requested.
4. Review the clinical education evaluations generated by the students.
5. Participate in the development of a CEIS for qualifying students (per standards as outlined in the Program Policy Document) and led by the Director of Clinical Services.

Course Coordinators for Clinical Education Courses

The Course Coordinators are the faculty members of record for the clinical education courses. In addition to the logistics related to clinical education, the Course Coordinators also act as an intermediary between the University, clinical education site, SCCE, CI, and student through phone/video conference, e-mail contact, and/or personal visits.

Course Coordinator responsibilities include, but are not limited to:

1. Providing the students with an understanding of the purpose and process of clinical education as well as the policies and procedures required to participate in clinical education experiences.
2. Matching eligible students with available clinical education sites.
3. Developing clinical education skills of the clinical education site's staff, in conjunction with the SCCE.
4. Maintaining up to date clinical education site information.
5. Maintaining current written legal contracts.
6. Maintaining current clinical site information.
7. Communicating with each CI and/or SCCE by any method deemed appropriate before, during, and after assigned clinical education experiences (e.g.: provision of the Clinical Education Manual to CIs and SCCEs).
8. Evaluating assignments and providing appropriate feedback to the student and/or CI.
9. Providing solutions to clinical education issues in consultation with the Team Leader of appropriate ACET team, SCCE, and CI.

10. Coordinating student development efforts if/when deficit areas have been identified, in conjunction with the Team Leader of appropriate ACET.
11. Participating in a CEIS for qualifying students (per standards as outlined in the Program Policy Document), as led by the team leader of appropriate ACET.
12. Coordinating the retake of the clinical education experience pending successful completion of the CEIS.
13. Determining the course grade in compliance with stated criteria. This determination is made after evaluation of student performance using data such as the CI's assessment and student's self-assessment.
14. Reviewing the Physical Therapist Student Evaluation of Clinical Experience and Clinical Instructor.
15. Performing evaluation of the Clinical Education Program using data collected throughout the administration of the clinical education experiences, in conjunction with the Team Leader of appropriate ACET.
16. Developing new clinical education experiences that meet the criteria and guidelines established as appropriate.

Site Coordinator of Clinical Education (SCCE)

The SCCE is the person in charge of overseeing the clinical education needs of a particular clinical education site. The SCCE acts as a liaison between the clinical education site, ACET, CI, and student.

SCCE responsibilities:

1. Coordinating and facilitating the clinical education experience at the clinical education site.
2. Prior to student placement, reviewing the contractual agreement between the academic institution and clinical education site to assure that the agreements are current.
3. Securing and maintaining confidentiality of student's personal information, records, and evaluation.
4. Upon student arrival, providing the student with appropriate or necessary orientation to the clinical education site (eg: safety, emergency, security procedures, and department policies/practices).
5. Communicating with the appropriate ACET as necessary.
6. Providing consultation regarding supervision and/or learning experiences to the CI as necessary.
7. Assisting in planning and problem solving with the CI/student team.
8. Encouraging feedback from students, CI(s), Course Coordinators, and other interested colleagues.
9. Evaluating the resources and needs of the CI(s) and clinical education site.
10. Supervising the educational planning, clinical experiences and evaluation of the CI and student.
11. Developing and managing the clinical education program and clinical instructors of the clinical education site.

Clinical Instructor (CI)

The role of the CI is multifaceted. As a CI, the focus is on facilitating learning experiences within the clinical education site as well as providing constructive, honest feedback to the student in a timely manner allowing the student sufficient opportunities to improve their skills.

CI responsibilities:

1. Being aware of the clinical education policies and procedures of the University of Delaware including addressing deficit practice behaviors, clinical education experience termination, or student conflict.
2. Contributing to student orientation of institution and department, including any policies that impact student evaluation.
3. Providing direct supervision appropriate to the academic level of the student at the clinical education site.
4. Providing timely formal and informal feedback to the student regarding performance.
5. Providing formal student evaluation at specified time periods.
6. Maintaining current, evidence-based practice.
7. Modeling professionalism and maintaining a professional relationship with the student.
8. Proactively communicating with the SCCE and appropriate Course Coordinator when the student has unsatisfactory performance or unsatisfactory progress.
9. Communicating expectations, objectives, and assignments to the student.

Clinical Instructors for UDPT students will have at least one year of experience. If the assigned CI does not have at least one year of experience, they must have a formal mentor for clinical instruction who has greater than one year of experience; this mentorship relationship must be communicated with the academic program from the start of the clinical education experience. CIs are also expected to possess clinical competence in their areas of practice. It is preferred that the CI has completed the APTA CI Credentialing course.

The rights and privileges for Clinical Instructors are as follows:

1. To be treated fairly, with dignity and without discrimination, by all students of physical therapy and faculty/administration from the University of Delaware.
2. To receive information regarding clinical education experience requests/confirmations, changes in the clinical education program, or any other relevant information from the University of Delaware in a timely manner.
3. To request an on-site visit or phone/video conference conversation with the Course Coordinator during a student's clinical education experience.
4. To terminate a student's participation in the clinical education experience if it is determined that the continued participation of a student is unsafe, disruptive, or detrimental to the clinical education site or patient care, or otherwise not in conformity with the clinic's standards, policies, procedures, or health requirements.
5. To have access to continuing education programs offered at the University of Delaware and through the Philadelphia Area Clinical Education Consortium (PACEc) that relate to physical therapy clinical education. This includes, but is not limited to the APTA CI Credentialing courses.
6. To attend (in-person or via pre-recorded video) lectures offered in PHYT 641/643/642/644 Rounds (offered for free on a first come-first-serve basis to those who supervised a UD student in the past year).
7. To receive access to UD Morris Library online for 1 year. Access will be provided at the conclusion of the clinical education experience, and completion of required University procedures.
8. To provide feedback and suggestions that will further enhance the clinical education program. Mechanisms to do this may include:
 - a. Direct contact with the appropriate ACET member, Director of the DPT program, and/or Department Chair.
 - b. Completion of an online clinical education survey at the completion of the experience.
 - c. Participation in the Advisory Committee through the Philadelphia Area Clinical Education Consortium (PACEc).

CLINICAL EDUCATION MANUAL SIGNATURE PAGE

I, _____, have received and reviewed the *Clinical Education Manual* (Updated 1/3/2022) for the Doctor of Physical Therapy Program.

I recognize that it is my responsibility to review the *Clinical Education Manual* on the UDPT website (Student Resource page, <https://sites.udel.edu/pt/student-resources/>) on a yearly basis to ascertain pertinent updates. I also understand that policy and/or curricular changes may be instituted during my tenure in this program that might alter my plan of study.

By my attendance in the Program and by this signed statement, I agree to conform to the requirements, procedures and policies in this *Clinical Education Manual*.

Signature _____ Date _____