



UNIVERSITY OF NEW ENGLAND

INNOVATION FOR A HEALTHIER PLANET

DEPARTMENT OF PHYSICAL THERAPY

2023/2024

CLINICAL EDUCATION STUDENT HANDBOOK

(Effective August 31, 2023)

**Clinical Education Handbook
University of New England
2023-2024**

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University of New England Clinical Education

Mission: The University of New England Department of Physical Therapy Clinical Education is dedicated to promoting excellence in patient care by thoughtfully preparing students for successful clinical learning experiences.

Vision: The University of New England Department of Physical Therapy Clinical Education vision is to be highly regarded locally, nationally, and internationally for its commitment to clinical excellence, student preparedness, and supportive culture.

I. Introduction

Clinical education is defined as “a formal supervised experiential learning, focused on development and application of patient/client-centered skills and professional behaviors.” It is designed so that students gain substantial, relevant clinical experience and skills, engage in contemporary practice, and demonstrate competence before beginning independent practice.

The University of New England (UNE) Department of Physical Therapy (DPT) Clinical Education Handbook is designed to be a resource for students and clinical faculty during clinical education experiences. Taken from the Physical Therapy Clinical Education Glossary, the following terms will assist students with understanding the clinical education experience at the University of New England.

II. Glossary of Terms (<https://acapt.org/glossary>)

Academic Clinical Education Team (UNE specific): At UNE, the academic clinical education team consists of the Director of Clinical Education, the Assistant Director of Clinical Education, and the Clinical Placement Coordinator.

Clinical Education Agreement: A formal and legally binding agreement that is negotiated between academic institutions and clinical education sites or individual providers of clinical education that specifies each party's roles, responsibilities, and liabilities relating to student clinical education.

Clinical Education Consortia: National and regional groups that include academic and clinical education faculty for the purpose of sharing resources, ideas, and efforts.

Clinical Education Curriculum: The portion of the physical therapist education program that includes all part-time and full-time clinical education experiences as well as the supportive preparatory and administrative components.

Clinical Education Environment: The physical space(s) and/or the structures, policies, procedures, and culture within the clinical education site.

Clinical Education Experience: Experiences that allow students to apply and attain professional knowledge, skills, and behaviors within a variety of environments. Experiences include those of short and long duration (eg, part-time, full-time), provide a variety of learning opportunities, and include physical therapy services for patients/clients across the lifespan and practice settings. Although the emphasis is on the development of patient/client physical therapy skills, experiences also may include interprofessional experiences and non-patient/client service delivery, such as research, teaching, supervision, and administration. Clinical education experiences are a part of the professional curriculum and include formal student assessment. At UNE, the formal experiences are called Clinical Practica.

Clinical Education Faculty: The individuals engaged in providing the clinical education components of the curriculum, generally referred to as either site coordinators of clinical education (SCCEs), preceptors, or clinical instructors. Although the academic institution does not usually employ these individuals, they do agree to certain standards of behavior through contractual arrangements for their services.

Clinical Education Site: A health service delivery agency or other setting in which clinical education experiences are provided for physical therapist students. The clinical education site may be, but is not limited to, a hospital, agency, clinic, office, school, or home and is affiliated with the education program(s) through a contractual agreement.

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

Clinical Performance Assessment: Formal and informal processes designed to appraise physical therapist student performance during clinical education experiences. Assessment may be formative or summative in nature and performed for the purposes of providing feedback, improving learning, revising learning experiences, and determining successful attainment of student performance expectations during clinical education experiences.

Clinical Performance Evaluation Tool: A valid, reliable, and multidimensional clinical performance assessment tool utilized to determine if, and how well, a student meets established objectives during clinical education experiences.

Collaborative Education Model: A clinical education experience in which 2 (or more) physical therapist students are assigned to 1 (or more) preceptor/clinical instructor(s). The students work cooperatively under the preceptor/clinical instructor(s). Examples include 2:1, 2:2, or 3:1 student to preceptor/clinical instructor ratio. Students may be from the same or different programs and may be at the same or different levels of training.

Didactic Curriculum: The component of the physical therapist professional education program that comprises the content, instruction, learning experiences, and assessment directed by the academic faculty.

Director of Clinical Education: Academic faculty member who is responsible for planning, directing, and evaluating the clinical education program for the academic institution, including facilitating clinical site and clinical faculty development.

Entry-Level Physical Therapist Clinical Performance: Performance that demonstrates knowledge, skills, and behaviors consistent with effective, efficient, and safe patient/client management to achieve optimal outcomes.

Fellowship: A postprofessional planned learning experience comprised of a curriculum encompassing the essential knowledge, skills, and responsibilities of an advanced physical therapist within a defined area of subspecialty practice. A fellowship candidate has either completed a residency program in a related specialty area or is an American Board of Physical Therapy Specialties (ABPTS) board-certified specialist in a related area of specialty. See definition for Defined Area of Practice and Residency and Fellowship Programs. Adopted: June 5, 2018; Revised: February 5, 2019, September 23, 2019; May 18, 2020; September 15, 2020; November 18, 2020.

<https://abptrfe.apta.org/contentassets/edd1a55ebbed4fb19cd22b8ddd3cc071/abptrfe-processes-and-procedures.pdf> [Note: This definition will be updated to remain consistent with future revisions to the American Board of Physical Therapy Residency and Fellowship Education (ABPTRFE) Accreditation Handbook.]

First Full-Time Clinical Education Experience: The first clinical education experience designated to achieve the minimum number of weeks set forth by CAPTE in which a student engages for a minimum of 35 hours per week.

Full-Time Clinical Educational Experience: A clinical education experience in which a student is engaged for a minimum of 35 hours per week. Full-time clinical education experiences designated to achieve the minimum number of weeks set forth by CAPTE are directed by a physical therapist clinical instructor. An integrated clinical education experience may be a full-time clinical education experience.

Integrated Clinical Education (ICE): ICE is a curriculum design model whereby clinical education experiences are purposefully organized within a curriculum. In physical therapist education, these experiences are obtained through the exploration of authentic physical therapist roles, responsibilities, and values that occur prior to the terminal full-time clinical education experiences. Integrated experiences are coordinated by the academic program and are driven by learning objectives that are aligned with didactic content delivery across the curricular continuum. These experiences allow students to attain professional behaviors, knowledge, and/or skills within a variety of environments. The supervised experiences also allow for exposure and acquisition across all domains of learning and include student performance assessment. For integrated clinical education experiences to qualify toward the minimum number of full-time clinical education weeks required by accreditation (CAPTE) standards, they must be full time and supervised by a physical therapist within a physical therapy workplace environment or practice setting.

Intermediate Full-Time Clinical Education Experience: A clinical education experience designated to achieve the minimum number of weeks set forth by CAPTE in which a student engages for a minimum of 35 hours per week and returns to the academic program for further completion of the didactic curriculum.

International Clinical Education Experience: A student education opportunity outside of the country in which the physical therapist education program is situated, for which the student obtains clinical education credit. [Note: The abbreviation ICE should not be used to describe an international clinical education experience.]

Internship: A terminal full-time clinical education experience that provides recompense to participants in accordance with federal labor laws under the Fair Labor Standards Act.

Learning Experience: Any experience that allows or facilitates a change in attitude or behavior. A planned learning experience includes a learner, an objective for the learner, a situation devised to produce a response that contributes to the objective, a response by the student, and reinforcement to encourage the desired response.

Part-Time Clinical Education Experience: A clinical education experience in which a student engages in clinical education for less than 35 hours per week. Part-time experiences vary in

length. A part-time clinical education experience may be considered an integrated clinical education experience depending on the design of the experience and the learning objectives.

Physical Therapist Assistant Professional Education Program (PTA): Education comprised of didactic and clinical education designed to assure that students acquire the technical knowledge, skills, and behaviors required for entry-level physical therapist assistant practice.

Physical Therapist Assistant Student: Student enrolled in a CAPTE-accredited or CAPTE-approved developing physical therapist assistant education program. Students should not be referred to as “physical therapy assistant students.”

Physical Therapist Postprofessional Education Program: Degree- and non degree-based professional development for the physical therapist to enhance professional knowledge, skills, and abilities beyond entry level. Examples include, but are not limited to, continuing education courses, postprofessional doctoral education programs, certificate programs, residencies, and fellowships. [Note: Examples of physical therapist assistant post entry level opportunities include, but are not limited to, continuing education courses, bachelor education programs, certificate programs, and advanced proficiency pathways.]

Physical Therapist Professional Education Program: Education comprised of didactic and clinical education designed to assure that students acquire the professional knowledge, skills, and behaviors required for entry-level physical therapist practice.

Physical Therapist Student: Student enrolled in a CAPTE-accredited or CAPTE-approved developing physical therapist professional education program. Students should not be referred to as “physical therapy students”.

Preceptor: An individual who provides short-term specialized instruction, guidance, and supervision for the physical therapist student during a clinical education experience. This individual may or may not be a physical therapist as permitted by law.

Residency: A postprofessional planned learning experience comprised of a curriculum encompassing the essential knowledge, skills, and responsibilities of an advanced physical therapist within a defined area of practice. When board certification exists through the American Board of Physical Therapist Specialties for that specialty, the residency program prepares the physical therapist with the requisite knowledge and skill set needed to pass the certification examination following graduation. See definition for Defined Area of Practice and Residency and Fellowship Programs. Adopted: June 5, 2018; Revised: February 5, 2019, September 23, 2019; May 18, 2020; September 15, 2020; November 18, 2020.

<https://abptrfe.apta.org/contentassets/edd1a55ebbed4fb19cd22b8ddd3cc071/abptrfe-processes->

and-procedures.pdf [Note: This definition will be updated to remain consistent with future revisions to the ABPTRFE Accreditation Handbook.]

Site Coordinator of Clinical Education: A professional who administers, manages, and coordinates clinical assignments and learning activities for students during their clinical education experience. In addition, this person determines the readiness of people to serve as preceptors and clinical instructors for students, supervises preceptors and clinical instructors in the delivery of clinical education experiences, communicates with the academic program regarding student performance, and provides essential information to academic programs.

Supervision: Guidance and direction provided to a physical therapist student by the preceptor or clinical instructor. This varies based on the complexity of the patient/client or environment, jurisdiction and payer rules and regulations, and abilities of the physical therapist student.

Terminal full-time clinical education experience: A single, or set of, full-time clinical education experience(s) designated to achieve the minimum number of weeks set forth by CAPTE that occurs after the student has completed the didactic curriculum of a physical therapist professional education program. Students may return to the academic program for didactic instruction that does not require additional clinical education experiences. The expected outcome of the final, or terminal, experience is entry-level performance.

III. Clinical Education Experiences

The University of New England physical therapy students will have a variety of clinical education opportunities as follows:

- A. **Part-Time Integrated Clinical Experiences (ICE):** Students will complete part-time integrated clinical experiences during their second academic semester with specific objectives related to their didactic and laboratory experiences in the semester. Students must successfully complete ICE experiences to be eligible for full-time clinical experiences.
- B. **Full-Time Integrated Intermediate Clinical Education Experiences:** Students will have 2 clinical experiences following systems-related musculoskeletal, neurodevelopmental, and integumentary coursework. These will consist of 12 week experiences in the fall of the second year, and summer of the third year. Settings may include outpatient orthopedic, outpatient neurological, inpatient rehabilitation, acute care, skilled nursing, home health or pediatrics. 12-week experiences may be shared between two shared settings at particular institutions.

- C. Full-Time Terminal Clinical Education Experience: Students will be assigned to a 12-week full time clinical experience which may fulfill a required setting, or if these have been previously fulfilled, in a setting of choice.

Students must complete one inpatient experience, one outpatient experience and one “other” of their choosing or areas of interest. Students are also required to fulfill one of their experiences outside of a one hour and 15 minute radius from the Portland, Maine, campus. Sequencing of clinical education experiences throughout the didactic coursework component of the program is designed for the following:

- To provide students with the opportunity to practice skills shortly after they are learned.
- To evaluate student performance at a variety of points in the curriculum.
- To continue the problem-oriented building process in clinical education.

IV. Responsibilities of Clinical Education Stakeholders

Directors of Clinical Education (DCE/ADCE)/Academic Clinical Education Team have several duties as follows, which are also achieved with staff support from the Clinical Placement Coordinator:

- Establish clinical placement opportunities for students with a breadth and depth of clinical focus in varied settings
- Coordinate student clinical placement opportunities for ICE and three full-time clinical experiences
- Provide policies and procedures for student clinical experiences, including placements, remediation, assessment and student support
- Deliver didactic seminar style instruction regarding expectations for clinical professionalism, personal leadership, and clinical readiness
- Provide placement counsel via individual student meetings as appropriate prior to clinical placement process
- Assess student clinical readiness, including aspects of professional behavior and affective domain
- Conduct 360 degree evaluations of clinical education processes
- Communicate with clinical placement sites regarding student placement, student information, student progression via formative and summative assessments
- Cultivate student growth with advocacy and remediation as needed during the clinical education experiences
- Contribute to the professional development of clinical education faculty
- Establish legal contracts with clinical education sites

- Assign pass/fail grade for clinical education experiences

Clinical Education Faculty (Clinical Instructor/Site Coordinator of Clinical Education)/Site

- Provide student with orientation to facility, inclusive of department policies, emergency codes, facility layout, working hours, dress-code, record-keeping systems, absentee policies, educational opportunities
- Provide student with a skilled clinical instructor who has a minimum of 1 year experience. Preference will be that the clinical instructor is credentialed through the APTA Certified Clinical Instructor course.
- Provide a clinical environment conducive to and supportive of learning, modifying student caseloads as appropriate
- Assess student progression in both formative and summative evaluations
- Support evidence-based practice of students
- Provide constructive feedback via effective communication to both students and Clinical Education Team

UNE DPT Students

- Complete and maintain all prerequisite health requirements prior to the start of all Clinical Education Experiences. This includes current CPR certification - Basic Life Support for Healthcare Providers through the American Heart Association or American Red Cross.
- Complete required student profile information in the Exxat Learning Platform, at minimum: Professional Photo, Summary, Address Information, Personal Contact, and Emergency Contact.
- Contact clinical faculty prior to the start of the Clinical Education Experience to determine details of the placement.
- Pay costs of transportation, housing, meals, and required professional dress associated with each Clinical Education Experience.
- Abide by policies and procedures for Clinical Experiences including dress code, working hours, inclement weather days. Assigned work hours may vary and can include weekends, holidays and 10+ hour days.
- Complete all paperwork and assignments associated with each clinical experience, including assessments and evaluations of site, clinical instructor, and clinical team performance.
- Attend the clinic each day of the mandatory clinical education experience. Students are not permitted to request time off from the clinical staff, but must direct all requests to the Clinical Education Team.

- Demonstrate readiness to learn, which includes reflective self-assessment, demonstration of responsibility for self, patient and environment, and professional behaviors.
- Check email daily, for optimal communication with the Clinical Education Team.
- Recognize and communicate abilities and limitations according to academic level, previous clinical experience and personal attributes.

V. Student Placement Process

The UNE DPT program has over 200 signed clinical education contracts, with offerings from each location solicited by the university each March 1st, in accordance with the national “gentlemen’s agreement,” that exists within the national clinical education community. Contracts are reviewed and approved by the UNE legal contracts team.

Offerings from the clinical education sites coincide with current curricular placement timing, and sites may offer clinical placement opportunities for one or more clinical education experiences each year.

Students are introduced to the clinical education process in the fall of their first year, where they are oriented to Exxat, the learning management platform that is utilized for student placements.

Students are oriented across the first semester to the following:

- How to create a student profile
- How to review sites that are offered for each clinical education experience
- How to create a Wishlist of 8 site selections
- How to review previous student evaluation of sites
- How to participate in new site creation

In a typical academic year, students will begin site selection processes for clinical placements between 6 -12 months in advance of the clinical experience. This time frame allows the Clinical Education Team to secure placements, reach out to affirm placement details, renew contracts for each site, and be assured that students have met each requirement prior to attendance.

Students will consider placement setting and location for each clinical experience based upon preference, experience type, and site availability. Students can gather information on the available sites through individual research, meetings with the DCE/ADCE and/or from previous site evaluations provided by students that can be found in the Exxat platform.

Given a list of available placements for each clinical education experience, students select their top 8 preferred placements. The Clinical Education Team is assisted by Exxat software, input

from the faculty, knowledge of certain site environments, and knowledge of student readiness related to the cognitive, psychomotor and affective domains - all which is used to match students to appropriate placements. It is not a guarantee that a student will be placed at a site indicated in their 8 preferences, and if they are not, the Clinical Education Team will work with them individually to place them.

First Come/First Serve (FC/FS) - Occasionally, in the site selection process, a site will be designated as “First Come/First Serve.” This is a designation that is given by the site, that indicates that other schools may also be vying for that placement. The Clinical Education Team works to secure FC/FS sites for UNE, but at times a student will be placed at that site, and the site will no longer have space available. In that case, the Clinical Education team will work independently with the student for placement.

Corporate Sites - Several sites offered to students are considered “Corporate Sites.” These sites own many facilities in differing locations, and each has its own protocol for student placement. The academic clinical education team will work individually with students who are placed at corporate sites. There is not a guarantee of being placed in the corporate location of choice, and students will be informed of the placement process, schedule and opportunities.

New Site Creation - Students may request to create a new site placement. Dates for new site submission will be provided to the students for each clinical education experience. During the selection process, a student may meet or email with the academic clinical education team to request consideration for a site creation. The student is responsible for submitting all required information such as site location, address, phone, and contact information of rehabilitation staff as known, on the New Clinical Site Development Form. The academic clinical education team will determine if UNE has an existing or expired contract with the site of choice, or if there are historical reasons that make the new site choice unavailable or a conflict of interest. If the site is deemed suitable, the academic clinical education team will reach out to the site and will keep the student informed of the response from the site. If the site does not respond to the academic clinical education team after several attempts, the student will participate in the “Wishlist” selection process via Exxat with classmates. Should a new site request be positively returned shortly after the placement process is initiated, the student will be obligated to attend the new site. Should a new site respond after the student is securely placed via the Wishlist process, a request may be made of the new site to have availability for another clinical education experience.

Conflicts of interest with new site requests will be determined by the academic clinical education team.

Change of Clinical Sites - Clinical sites may change after student assignment based upon site availability and unforeseen site circumstances. The UNE DPT program is not responsible for site cancellations and will not assume responsibility for expenses that may have been incurred. Should a site have a cancellation, the academic clinical education team will work with the student to ensure an alternative placement.

Students are not permitted to change clinical sites once assigned. Any change in placement will be managed and approved by the DCE, should there be unexpected extenuating circumstances.

Contact with Clinical sites - Students, student family members or friends are not allowed to contact sites on behalf of a student before or during the placement process. Contacting sites will be deemed both by the site and the academic clinical education team as unprofessional, and may result in a student being unable to pursue the clinical placement and also could result in a critical incident report.

Placement Process Considerations - Clinical site placements are not optional. While location, student interest, and thoughtful appraisal of housing is considered, there are occasions when a student will be placed in a location that they might not consider optimal. Personal student finances, housing availability, marital status or student transportation will not be factored into the clinical placement process.

Each student is required to travel for at least one clinical experience. Travel is considered to be more than a one-hour and 15 minute drive outside of the UNE Portland Campus, as defined on Google Maps.

Students are responsible for the cost of room and board, and personal transportation to all clinical experiences. While not required, students are strongly encouraged to have a car available for clinical experiences, as public transportation is not readily available.

Students are additionally responsible for expenses related to site requirements, such as BLS CPR certification, criminal background checks, drug screens, immunizations, and fingerprinting. Information obtained from criminal background checks may impact eligibility to participate in clinical experiences at some clinical sites, based on facility policy.

Placement Conflicts of Interest - There may be varied reasons why a student placement may have a conflict of interest. Sites that provide students with scholarships, sites that have previously employed students, and sites that have a family member employed in a leadership position are examples of potential conflict of interest. The Clinical Education Team will make all final decisions regarding conflict of interest, and students are required to disclose any potential

conflict of interest once placed in a clinical setting. Subsequent discovery of concealment or non-disclosure may result in failure of the clinical experience.

VI. Student Requirements

Health Requirements

Students must meet all health requirements designated by the university and the clinical site. All UNE DPT students must meet the WCHP/UNE requirements. Clinical site requirements vary by site. These may include but are not limited to:

Westbrook College of Health Professions/UNE Health Requirements

- National Criminal Background Check - Completed prior to admission to DPT Program
- TB - Two Step TB Test or blood test required upon admission to DPT Program
- COVID 19 - Fully Vaccinated
- Influenza - Yearly Vaccination
- Hep B - Vaccination and Titer
- MMR - Vaccination or Positive Titer
- TDAP - Vaccination
- Varicella - Vaccination or Positive Titer
- Physical Exam - Required upon admission to DPT Program
- CPR - BLS for Healthcare Providers
- Health Insurance - Active Health Insurance required

Varied Site Requirements - (Not needed unless required by assigned Clinical Site)

- Yearly Background Check
- Drug Screen
- Yearly Tuberculosis Screening
- Yearly Physical Exam
- COVID 19 Booster
- N95 Fit Testing
- Additional State Background Check

Students who have not met health requirements will not be allowed to participate in clinical education experiences. Please see UNE policy regarding Covid-19 immunizations.

Accommodations: UNE Clinical Education is committed to UNE's Equal Opportunity Policy. See the UNE Student Handbook for details of policy VII. UNE will make reasonable accommodations for students with disabilities, as long as students are capable of meeting program technical standards. Students should notify the Student Access Center as soon as possible regarding any individual needs. See the UNE Student Handbook for details of process and policy.

Health Insurance Portability and Accountability Act (HIPAA)

Students are required to complete training for HIPAA each year, and are expected to adhere to all requirements in every clinical setting. Violations of HIPAA policies may result in student dismissal from the clinical site and failure of the clinical experience. Any patient information from the clinical setting that may be utilized in didactic coursework must be deidentified and students must be given permission from clinical sites regarding the use of the deidentified information. The clinical site will determine the process of release of deidentified patient information, which may include a written facility release, patient release of information form, or additional processes.

Student Health Insurance Coverage

Students are required to have health insurance coverage provided either by personal or university coverage. Students enrolled in clinical educational experiences are not considered employees of a clinical site and are therefore not covered under the Workmen's Compensation Act. In case of an incident requiring immediate medical attention, the clinical site may provide emergency care that will be considered the student's financial responsibility.

Student Liability Insurance

Students registered for clinical education experiences are provided liability coverage through the University. The supplied liability plan covers students for one million dollars per occurrence and three million dollars per aggregate. Should a facility require additional coverage, students may not be placed at that site, unless alternate arrangements are determined.

Student Privacy Rights

Students will sign a release of information form so that health information may be shared with clinical sites. Additionally, criminal background check information and drug screen information will be shared only after a student completes a digital attestation in Exxat. The student has the right to withhold information from a site, however, sites may choose to not permit the clinical learning experience.

Student accommodations that have been previously determined and approved by the Student Access Center will not be shared with clinical sites. It is the responsibility of the student to share the information necessary in order to receive clinical accommodations, if possible. Once the student has disclosed information to the site, there can be consultative conversation between the academic clinical education team and SCCE/CI as necessary for student support.

The academic clinical education team does not share information about student academic standing with clinical faculty.

VII. Clinical Site Policies

- 1. Dress Code** - Students must be neatly groomed and dressed in a professional manner at all times. Business casual attire with name tag is generally acceptable, and sites with alternate dress codes such as scrubs will clarify this for the student prior to the start of the clinical experience. “Appropriateness” of student grooming and attire may be left to the discretion of SCCE/CI. Students should refrain from excessive jewelry that may interfere with patient treatment. If necessary, reports of discrimination toward students based on clothing or hairstyle should be reported to the academic clinical education team.
- 2. Cell Phone Use** - Use of cell phones is prohibited in the clinical setting unless agreed upon with the CI, relative to the phone being utilized as an objective measurement tool. Text messaging and social media use during work hours is not permitted. Sites may request that cell phones be retired for the duration of the workday.
- 3. Work Schedules** - The student will follow the work schedule of the clinical instructor. The typical expectation for the clinical experience is 40 hours/week, and if an extensively different time schedule is required, it must be approved by the academic clinical education team. Students can expect to work early mornings, evenings, or weekends as the schedule of their CI dictates. Students are also expected to prepare for clinical experiences during evenings or weekends as necessary. Certain sites may require participation in early morning or evening journal clubs, or weekend community events.
- 4. Dates of Clinical Experiences** - will be dictated by the academic clinical education team and site. Occasional experiences may require extensions due to low weekly hours or breaks in clinical schedules (such as a public school placement) and these circumstances will be discussed with the student prior to the experience. Students are not permitted to request a change in clinical dates.
- 5. Attendance** - Attendance during the clinical education experience is mandatory. There are no scheduled days off, and there is no opportunity for flexibility in this

learning circumstance. Students will be apprised of where to find the dates of each clinical experience so that they may plan major life events accordingly. Cases of medical emergency, family emergency, or outside academic opportunity will be discussed with the academic clinical education team. In the case of illness, a student will alert the team immediately when the day is missed, and will also alert the clinical instructor. Failure to report absences may result in a critical incident report. Depending upon the nature and time required for personal illness, time may need to be made up, or a student may be offered a Leave of Absence. If a clinic is closed due to a holiday or inclement weather, the student will adhere to the schedule of the clinic and the clinical instructor, not the status of UNE inclement weather closure. Students are not allowed to request time off directly from a Clinical Instructor unless given specific permission from the academic clinical education team to do so. If clinical sites have independent policies for student attendance, those will be discussed and clarified with the academic clinical education team.

- 6. Patient Right to Refuse Care** - All patients have the right to refuse care provided by a DPT student, and sites will honor that right.. Patients must be provided with information that a student is involved in patient care, and it is the responsibility of both student and clinical instructor to inform the patient and seek patient permission. A student must always identify themselves as a “student physical therapist.”

XI. Clinical Experience Disruptions

Disruptions from clinical experiences are assessed on a case by case basis. Should students need to withdraw from the clinical experience for health or family emergency reasons, the student will work with the department to determine the proper leave of absence process.

If a disruption is initiated based upon student performance in the clinic, a discontinuance may be requested by the clinical faculty. The academic clinical education team will make determinations about how to proceed, based on the input of the clinical faculty.

If a student is withdrawn from a clinical experience at the request of a clinical instructor, SCCE, or upon determination of the DCE/ADCE, there may be various designations of student and course status, based on the circumstances of the withdrawal. The following captures some examples of students being withdrawn from clinical experiences:

- Student health or medical concerns
- Student personal or family emergency

- Student lack of safety with patient care
- CI/SCCE recommendation based upon poor professional behaviors of student
- Student has several unexcused absences or tardiness
- Student demonstrates insufficient clinical skills that require remediation or didactic support

Should a student become seriously ill or injured during a clinical experience, the site should direct the student to the nearest urgent care facility. Should illness or injury result in the student needing time away from the clinical experience, sufficient documentation regarding permission to return to work must be provided to the site and department, prior to returning. The student may not return to the clinical setting without medical clearance.

IX. Communication Expectations during a Clinical Experience

Students are expected to be available via email that is checked daily during a clinical experience. Additionally, it is expected that students will reach out to the academic clinical education team if they perceive that they have any clinical concerns. If there is a concern while in the clinical experience, the following professional communication chain of command is expected:

- Students reach out to discuss issues with clinical instructors/SCCE
- If unsatisfactory resolution occurs at this level, the student will reach out to the academic clinical education team

There may be occasions where the clinical instructor or SCCE may have early concerns about student behavior or performance. CI and SCCE are encouraged to reach out to the academic clinical education team for troubleshooting and support. The academic clinical education team may support CI and SCCE with approaches to maximizing student learning, and may offer a learning contract for the student if there is a concern.

Typical communication from the academic clinical education team for a 12-week rotation will be as follows:

- Email to clinical instructors at week 3 to catch any early concerns
- Email to students at week 3 to set up mid-term call between weeks 5-7
- Midterm call to CI and student, review of mid-term CPI
- Open communication via zoom or site visit as requested
- Intermittent “pop-in” site visits as determined by academic clinical education team
- Regularly established communication if the student is utilizing a more structured learning contract

X. Assessment

Student Assessment is conducted by the clinical instructor, student, and academic clinical education team. The student is required to fill out formative weekly planning forms, midterm self-assessment, and summative final self assessment where they self-rate their performance and are able to compare that to ratings of the clinical instructor. Students are required to reflect deeply within these assessments, and are also required to complete a reflective summative paper of their experience that is reviewed by the academic clinical education team, who will submit a final pass/fail grade for the course.

Clinical Instructor/Site Assessment is conducted by the student at the end of the clinical experience, utilizing an Evaluation of Clinical Instructor and Evaluation of Site form, located in Exxat. The academic clinical education team reviews all assessments, offers feedback to sites, and utilizes feedback in considering future clinical placements.

Academic Clinical Education Team is assessed by the students in the Course Evaluations, and by the sites and clinical instructors in a Redcap survey.

XI. Clinical Faculty Benefits

The Department of Physical Therapy within the Westbrook College of Health Professions (WCHP) is pleased to offer clinical education faculty various benefits. The current benefit package includes the following:

- A \$100.00 voucher toward the APTA Credentialed Clinical Instructor Course (CCIP) or a \$100.00 voucher to be used at the UNE bookstore for clinical books
- Opportunities to collaborate with UNE faculty on various research endeavors
- Free access to library services and associated data bases
- Letter of appointment from the Dean of WCHP recognizing clinical faculty appointment
- Complimentary registration to New England Consortium Clinical Faculty Institutes (CFI) which focus on contemporary issues related to clinical education

XII. Clinical Education Awards

The University of New England Physical Therapy Department recognizes outstanding performance in clinical education. A list of the awards and criteria for qualification follows. The selection process begins in March of each year with awards presented in May. Awards are nominated and selected by UNE DPT students and faculty.

Faculty Awards

- Distinguished Clinical Educator Award - This award is given to a person or facility that demonstrates outstanding contributions to the physical therapy clinical education program. Examples of this contribution may include development of an innovative clinical teaching program, role-modeling behaviors, or ability to deal with challenging students. The faculty selects the recipient of this award with input from the academic clinical education team and the physical therapy students. Chosen by the academic clinical education team.

Student Awards

- Outstanding Clinical Performance Award - The primary criterion for this award is the student's clinical performance as determined by both written and verbal feedback from the clinical education site. The areas of superior performance not only include problem-solving ability, but also communication skills and professional attributes. The student's academic record is also considered. The academic clinical faculty selects the student who receives this award.