

DAEMEN COLLEGE

PHYSICAL THERAPY CLINICAL EDUCATION MANUAL FOR CLINICAL SITES

Revised August 2016

Dear Clinical Educator,

This manual has been designed as an orientation to the Physical Therapy program here at Daemen College for our clinical faculty members. The manual outlines the pre-professional and professional phase curriculum as well as all the different policies and forms utilized in the clinical education process.

Thanks to you for your past support of our clinical education program here at Daemen College. Without dedicated professionals such as yourself and your staff our students would not be able to complete their degree requirements.

If at any time you have particular questions about our program we encourage you contact our office Theresa at 716-839-8412 or via e-mail at tkolodzi@daemen.edu or Jessica at 716-566-7863 or via email at jwiatrow@daemen.edu.

Sincerely,
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VISION

The Physical Therapy Department of Daemen College is a community committed to inspiring passion for excellence in research, education, and practice serving the contemporary health care needs of society.

MISSION

The Physical Therapy Department at Daemen College will prepare students to become knowledgeable, skilled, and reflective physical therapists who are committed to serving the healthcare needs of a diverse society and to lifelong professional growth. This maturation will occur through contemporary physical therapy professional courses grounded in the humanities, and natural and social science curriculum.

PHYSICAL THERAPY PROGRAM PHILOSOPHY

The Physical Therapy Program at Daemen College supports the Mission and Goals of the College, with the ultimate purpose of developing well educated individuals with critical thinking and creative problem solving skills necessary to assume roles of responsibility as clinician, consultant, educator, and administrator in improving the quality of life for all individuals.

Our philosophy emerges from the following values that are embraced by all departmental faculty. These values drive the design, implementation, and ongoing assessment of our curriculum:

- The APTA Code of Ethics and APTA Standards of Practice guide interactions of students and faculty.
- Doctor of Physical Therapy education develops the foundation for life-long personal and professional development through active pursuit of knowledge.
- Teaching and learning is a collaborative and dynamic process between faculty and students that requires passion, commitment, creativity, and ongoing assessment and self-reflection.
- Learning experiences are deliberately structured to advance the development of affective, cognitive, and psychomotor skills of the student and varied in consideration of student learning styles.
- Effective learning occurs inside and outside of the classroom in the context of professional, community, and service-oriented activities.
- The use of best evidence drives the delivery of physical therapy services. It is the responsibility of faculty and students to engage in research that will contribute to the current knowledge base to promote effective and efficient clinical practice.
- Physical therapists are instrumental in optimizing function and participation of individuals through contemporary intervention and health promotion, prevention, fitness, and wellness to meet the changing health care needs of society.
- Advancement of the physical therapy profession is the civic responsibility of faculty and students demonstrated through continued competency, service-oriented practice, advocacy, scholarship, teaching, and administration.
- Service to the college and community is the responsibility of both students and faculty.

Physical Therapy Program Goals

Our program Mission and Philosophy, in combination with the Mission and Goals of Daemen College and the following professional documents, have guided the construction, implementation, and ongoing assessment of our Doctor of Physical Therapy Program.

- *A Normative Model of Physical Therapist Professional Education: Version 2004*
- *Minimum Skills of Physical Therapist Graduates at Entry Level*
- *The Guide to Physical Therapist Practice*
- *Disablement/Enablement Models*
- *International Classification of Functioning, Disability and Health*
- *Vision 2020*
- *APTA Standards of Practice for Physical Therapy*
- *APTA Clinical Performance Instrument*
- *Professionalism in Physical Therapy: Core Values*
- *APTA Code of Ethics*
- *Domains of Learning*

In order to achieve the Mission of the Daemen College Physical Therapy Program, the faculty and students engage in an active educational process with a variety of learning experiences and collaborate in scholarly and service activities within a curriculum that is designed so that upon completion of the Program, graduates will have achieved the following Goals.

Upon completion of the Daemen College DPT Program the graduate will be able to:

- 1.** demonstrate a thorough knowledge of the foundational sciences related to normal and abnormal human structure, function and response to injury and disease and apply this information to the understanding of the clinical sciences.
 - **1a.** evaluate the basic science foundations of clinical sciences relating to medical and surgical conditions frequently seen by physical therapists.
 - **1b.** judge the validity of the basic science foundations of proposed patient/client management theories and approaches.
- 2.** demonstrate cultural competence while effectively communicating through written, verbal and non-verbal means with patients/clients and their families/caregivers, professional colleagues, payers, policy makers, and the general public.
 - **2a.** demonstrate verbal and non-verbal communication appropriate to a specific audience and intended impact of the discourse.
 - **2b.** demonstrate concise and accurate professional written communication necessary for patient/client care, administration, and community service roles.
- 3.** apply educational concepts of learning theories in designing, implementing, evaluating and modifying learning experiences based on the needs of the audience.
 - **3a.** describe the importance of instructional design and apply knowledge of the teaching and learning process and associated techniques in the practice of physical therapy.

- **3b.** demonstrate cultural competence in the application of educational concepts when designing and implementing intervention, and health and wellness prevention programs to patients or clients.
- **3c.** evaluate the appropriateness and effectiveness of strategies used in clinical practice.

4. use the principles of scientific method and demonstrate sound problem-solving and critical thinking skills in the process of patient/client examination and evaluation in order to determine diagnosis, prognosis and selection of the most appropriate intervention across different patient populations and practice settings.

- **4a.** using current best evidence, select and administer appropriate, valid and reliable examination tests and measures of impairments, functional limitations and disabilities.
- **4b.** evaluate examination data to generate an accurate and defensible physical therapy diagnosis and individualized patient prognosis.
- **4c.** establish and administer an appropriate plan of care and discuss the evidence based rationale for the selection of the intervention parameters.
- **4d.** recognize their limits related to knowledge or scope of practice in determining the need for further examination or consultation by a physical therapist or for referral to another health care professional.

5. consistently apply sound measurement principles to validly and reliably measure patient/client performance, response to therapeutic intervention, and outcomes assessment across practice settings.

- **5a.** utilize a systematic approach to evaluating patient response to specific interventions.
- **5b.** select and administer appropriate, valid, and reliable performance based or self-report functional outcome measures to evaluate current status and progress toward specific patient centered goals and outcomes.
- **5c.** evaluate the goals and outcomes of physical therapy interventions.

6. function safely, effectively, and efficiently as an autonomous practitioner, as well as in collaboration with other health care providers, while providing patient/client centered physical therapy services in accordance with the APTA Code of Ethics and the State Practice Law.

- **6a.** render independent judgments concerning patient/client needs and plans of care for individuals throughout their life span who have impairments, functional limitations, and disabilities to promote quality of life.
- **6b.** describe the Physical Therapist's role as a member of the health care team, work collaboratively with other members of the team, and participate in peer assessment.
- **6c.** describe and function within the legal and ethical boundaries involved in the practice of physical therapy.
- **6d.** demonstrate cultural competence when engaged in the practice of physical therapy.
- **6e.** demonstrate altruism, compassion, caring, empathy, integrity, and effective behaviors for recognizing and resolving conflicts, in the context of physical therapist practice.

7. provide physical therapy services for screening, prevention, health promotion, fitness and wellness to promote health and quality of life.

- **7a.** perform appropriate screening procedures to determine need for primary, secondary and tertiary prevention.

- **7b.** apply contemporary theory related to health behavior and current best evidence in designing and implementing educational materials and experiences to promote general health, wellness, participation, and prevent disease, impairment, functional limitation or disability within the scope of physical therapy practice.

8. exhibit leadership skills in the management and administration of physical therapy services in a variety of settings as part of professional physical therapy practice.

- **8a.** discuss the complex interaction of social, economic, and political variables involved in health care practice management.
- **8b.** recognize the importance of assuring excellence of care and of monitoring effectiveness, efficiency and quality of care.
- **8c.** effectively manage human resources to meet the patient's/client's goals and expected outcomes, and evaluate methods to increase staff productivity and satisfaction in a variety of health care settings without sacrificing quality of care
- **8d.** participate in financial management and activities related to the marketing and public relations of practice.
- **8e.** manage and administer health care services in accordance with legal and regulatory requirements.

9. value the importance of continued personal and professional growth through lifelong learning.

- **9a.** recognize the professional program as an entry-level curriculum designed to provide the foundation for autonomous physical therapy practice.
- **9b.** express the importance of participation in professional continuing education throughout one's professional career in order to assure continued competence, adaptation to the dynamic health care environment, and advancement of the profession.
- **9c.** describe the importance of accountability in physical therapy practice and in personal and professional growth as an independent learner.

10. value the importance of promoting the profession of Physical Therapy through contribution to research, participation in professional organizations and advocating for physical therapists as autonomous practitioners of choice in this dynamic health care environment.

- **10a.** design, conduct, and disseminate the results of research related to the field of physical therapy.
- **10b.** recognize the importance of professional organizations and articulate their roles and functions and the need for participation.
- **10c.** participate in service-oriented activities which promote knowledge of the doctoring profession of physical therapy.
- **10d.** act as an advocate for the physical therapy profession, and the patients we serve, to other providers, payers, political leaders, and other members of the community.

Expected Program Outcomes

Expected Student Outcomes:

In addition to Program Goals (1-10) articulated above, each student is expected to:

1. meet all departmental and college requirements for graduation.
2. pass the licensure examination, yielding a program pass rate of 100% over a 3 year average.
3. obtain employment as an entry level physical therapist or be enrolled in advanced studies within six months of licensure.

Expected Faculty Outcomes:

Each faculty member is expected to demonstrate:

1. excellence in teaching by actively engaging in a process of self, peer, and student assessment, and will have student course evaluations at or above the college average.
2. a record of ongoing scholarship including:
 - a. two peer reviewed/refereed publications within every six years
 - b. three poster or platform presentations at a state or national conference within every six years
3. an ongoing process of professional development as it relates to individual goals and goals of the DPT program, as identified in the individual's faculty development plan. This should include participation in at least one professional symposium or forum per year.
4. ongoing participation in departmental initiatives and service to the college and community.
5. engagement in clinical practice in area of expertise.
6. active membership in professional organizations.

BS, NS/DPT PHYSICAL THERAPY CURRICULUM DESIGN

Essential Courses:

MTH 134	Pre Calculus
CMP 315	Advanced Composition for Health Professionals
PSY 103	Introduction to Psychology
BIO 109/L	General Biology I
BIO 110/L	General Biology II
BIO 330/L	General Anatomy
BIO 340/L	General Physiology
BIO 541/L	Neurobiology I
BIO 542/L	Neurobiology II
PHY 101/L	Physics I
PHY 102/L	Physics II
CHE 110/L	Chemistry I
CHE 111/L	Chemistry II
BCH 317	Bio-organic Chemistry (lecture only)
PT 101	Freshman Seminar in Physical Therapy
PT 201	Sophomore Seminar in Physical Therapy
PT 312	Principles of Teaching & Learning
PT 501	Applied Biostatistics
PT 504/L	Clinical Functional Anatomy I
PT 505/L	Clinical Functional Anatomy II
PT 506/L	Kinesiology & Biomechanics I
PT 507/L	Kinesiology & Biomechanics II
PT 508/L	Physiology of Exercise
PT 509/L	Principles & Applications of Physical Agents
PT 514/L	Musculoskeletal Rehabilitation I
PT 515/L	Musculoskeletal Rehabilitation II
PT 516	Clinical Problem Solving in Musculoskeletal Rehabilitation
PT 517	Clinical Medicine I
PT 521/L	Prosthetics and Orthotics
PT 530	Psychosocial Aspects of Health and Disability
PT 532	Motor Control & Motor Learning
PT 539/L	Cardiopulmonary Rehabilitation
PT 544/L	Neuromuscular Rehabilitation I
PT 545/L	Neuromuscular Rehabilitation II
PT 546	Clinical Medicine II
PT 548	Integumentary Care
PT 549	Clinical Medicine III
PT 551 I-IV	Integrative Seminars in Physical Therapy I-IV
PT 553	Introduction to Clinical Research Design
PT 554	Clinical Research I
PT 555	Clinical Research II
PT 563	Clinical Exposure I
PT 564	Clinical Exposure II
PT 565	Clinical Exposure III
PT 566	Clinical Exposure IV

PT 567	Clinical Exposure V
PT 575	Pre-clinical Seminar
PT 577	Clinical Internship I
PT 582	Clinical Internship II
PT 600	Clinical Problem Solving in Neuromuscular Rehabilitation
PT 606/L	Rehabilitation of the Patient with Spinal Cord Injury
PT 610	Management and Administrative Issues in PT
PT 612	Prevention, Health Promotion, Fitness and Wellness
PT 651	Integrative Seminar in Physical Therapy V
PT 680	Clinical Internship III
PT 690	Clinical Internship IV

Physical Therapy Courses Descriptions (PT)

PT 101 Freshman Seminar in Physical Therapy (1)

This course is designed to introduce students to the physical therapy profession and to the professional phase of the physical therapy curriculum. Students will be introduced to the history of the physical therapy profession, scope of practice, professional organizations, roles of other health care professionals, and the importance of scientific research and its link to the concept of evidence-based practice. Concepts related to managed care and the changing health care environment will be explored as they relate to the health care professional and consumer. Additionally, issues of contemporary practice will be discussed and debated. Prerequisite: PT freshman status or permission of instructor or PT Department. *Offered Each Fall and Spring Semester (As Needed)*.

PT 201 Sophomore Seminar in Physical Therapy (1)

This course is the second in a sequence of two courses designed to introduce students to the professional phase of the physical therapy curriculum and the profession. Topics will include an introduction to medical terminology and documentation formats in physical therapy, principles of therapeutic communication, core values, sociocultural issues and cultural competence in health care delivery, issues in professional continuing education in a dynamic profession, and computer literacy in physical therapy. Prerequisite: PT 101 or permission of instructor or PT Department. *Offered Each Fall and Spring Semester (As Needed)*.

PT 312 Principles of Teaching & Learning (3)

This course will focus on educational principles associated with adult learning. Topics will include theoretical models of cognitive development, adult learning styles, and taxonomies of educational objectives. Principles of teaching and learning will be applied in the affective, cognitive, and psychomotor domains. The importance of designing educational experiences to meet the unique needs of the learner will be emphasized as they relate to individuals from different social, economic, and cultural backgrounds, as well as individuals with disabilities. Students will be required to design and orally present a learning activity to a selected audience. Prerequisites: PT 101, PT 201 or permission of instructor or PT Department. *Offered Each Spring (As Needed)*.

PT 501 Applied Biostatistics (3)

Students will develop an understanding of the principles and applications of parametric and nonparametric statistics, particularly with respect to applications in physical therapy. Topics will include: probability, scales of measurement, reliability and validity, sampling techniques, experimental design and hypothesis development (statistical inference), descriptive statistics, parametric and nonparametric tests of significance, correlation, and regression. Selection of appropriate statistical procedures will be presented with reference to principles of experimental design presented in PT 553 Introduction to Clinical Research Design. Students will use both calculators and computer software (SPSS, Excel) for analyzing data and developing graphic representations. Prerequisites: PT Second Year Spring professional status or permission of PT Department. *Offered Each Spring*.

PT 504/L Clinical Functional Anatomy I (3)

This course will build upon the fundamental content taught in BIO 330, General Anatomy. This course, the first of a series of two clinically oriented functional anatomy courses, will focus on the detailed structure and function of the human neuromusculoskeletal system. The relationships of normal and abnormal embryological and developmental processes to gross anatomical structure and to movement and function

across the life span will be presented. The specific anatomical content will be presented through a regional approach and will include the cervical, thoracic, and upper limb regions. Lecture and laboratory sessions will include human cadaver dissection and prosections, models, and clinically oriented peer presentations and problem solving experiences. Prerequisite: PT First Year Fall professional status or permission of PT Department. *Offered Each Fall.*

PT 505/L Clinical Functional Anatomy II (2)

This course, the second of a series of two, will focus on the detailed structure and function of the human neuromusculoskeletal system of the lumbar and pelvic regions and the lower extremities. The relationships of normal and abnormal embryological and developmental processes to gross anatomical structure and to movement and function across the life span will be presented. Lecture and laboratory sessions will include human cadaver dissection and prosections, models, and clinically oriented peer presentations and problem solving experiences. Prerequisites: PT 504 and PT First Year Spring professional status or permission of PT Department. *Offered Each Spring.*

PT 506/L Kinesiology & Biomechanics I (3)

This lecture/laboratory course, the first in a two part series, will introduce and emphasize the concepts of biomechanics and kinesiology through static and dynamic applications to physical therapy. Principles of kinetics and kinematics will be explored using such tools as EMG, dynamometry, and video motion analysis. This course will build upon anatomical structure presented in PT 504 in discussing mechanical properties of tissues and whole body and regional movement analysis of functional tasks. An in-depth study of the biomechanics of the cervical, temporomandibular, thoracic, and upper limb regions will be presented including clinical application. Laboratories will promote development of skill in critical analysis of normal and abnormal movement, the application of kinetic and kinematic biomechanical analysis, and the design of strategies and parameters for reliable and valid examination procedures and interventions. Prerequisite: PT First Year Fall professional status or permission of PT Department. *Offered Each Fall.*

PT 507/L Kinesiology & Biomechanics II (2)

This lecture/laboratory course will further explore the concepts of biomechanics and kinesiology through the application and analysis of static and dynamic evaluation emphasizing the lumbopelvic region and joints of the lower extremities. The students will explore forces affecting arthrokinematic and osteokinematic function within the joints of these regions and relate those to whole body and regional mobility and stability by way of clinical applications to physical therapy. Laboratories will further promote development of critical thinking skills in the application of biomechanical analysis and its implications in examination and intervention. Prerequisite: PT First Year Spring professional status or permission of PT Department. *Offered Each Spring.*

PT 508/L Physiology of Exercise (3)

This foundational science course introduces and emphasizes the concepts and knowledge of the body's physiological response to exercise, overuse, and disuse. Lectures and laboratory experiences focus on the structural and physiological effects of exercise and establish a knowledge base for the future clinician to develop and critically assess neuromusculoskeletal exercise prescription and cardiopulmonary intervention programs. Prerequisite: PT First Year Fall professional status or permission of PT Department. *Offered Each Fall.*

PT 509/L Principles and Applications of Physical Agents (4)

A lecture and laboratory course in which the physiological responses of the body to thermal, mechanical, and electromagnetic energies will be introduced and emphasized. The student learners will also be expected to be able to critically select, justify and skillfully apply appropriate thermal, mechanical and

electromagnetic modalities in order to bring about a desired physiological tissue level response. In addition, the student will gain knowledge regarding when physical agents and mechanical modalities are appropriate adjuncts in preparation for other treatment interventions, such as therapeutic exercise and functional training. Prerequisite: PT First Year Spring professional status or permission of PT Department. *Offered Each Spring.*

PT 514/L Musculoskeletal Rehabilitation I (5)

This lecture/laboratory course, the first in a series of three, will introduce and emphasize the elements of physical therapy practice and patient/client management for musculoskeletal rehabilitation. This course will promote development of knowledge and skill required for differentiating musculoskeletal pathophysiologies and impairments of the cervical spine, temporomandibular joint, thoracic spine, and upper extremity as well as relate them to the presentation of patient/client functional limitations and disabilities. Students will further develop critical thinking skills and decision making processes in evidence-based clinical practice. Additionally, the utilization of disablement models will be included as a conceptual framework for patient/client management. Intervention concepts and techniques will be presented and applied in a conceptual framework emphasizing functional restoration. Laboratories will promote development of skill in the application of examination and intervention techniques discussed in lecture. Prerequisite: PT First Year Fall professional status or permission of PT Department. *Offered Each Fall.*

PT 515/L Musculoskeletal Rehabilitation II (5)

This lecture/laboratory course, the second in a series of three, will further develop knowledge and skill of the elements of physical therapy practice and patient/client management for musculoskeletal rehabilitation. This course will reinforce foundational principles presented in PT 514 and will introduce and emphasize knowledge and skill in differentiating musculoskeletal pathophysiologies and impairments of the lumbopelvic region and lower extremity. Intervention philosophies and techniques will be explored and applied in a conceptual framework emphasizing functional restoration. Additional patient care skills will be presented including transfer training, gait training, environmental assessment, therapeutic equipment assessment, and aquatic therapy. Laboratories will promote development of skill in the application of examination and intervention techniques discussed in lecture. Prerequisite: PT First Year Spring professional status or permission of PT Department. *Offered Each Spring.*

PT 516 Clinical Problem Solving in Musculoskeletal Rehabilitation (2)

This course is the third, in a three part series, which will provide the students an opportunity to further explore topics in musculoskeletal rehabilitation through a problem based learning format. A faculty mentor will present a selected case and the goals and expectations of each learning experience. A small group of students will then proceed in designing and implementing an action plan aimed at achievement of these goals. The students will be required to: interpret and analyze the information provided; gather additional information as necessary from reading and discussions of current scientific professional literature; and to synthesize and present a coherent, evidence-based argument addressing the specific goals of each case study learning experience. The faculty member will serve as a facilitator for directing the students' discussions and psychomotor activities. Prerequisite: PT Second Year Fall professional status or permission of PT Department. *Offered Each Fall.*

PT 517 Clinical Medicine I (3)

This course is the first in a three part clinical medicine series. It is designed to challenge the student to evaluate the knowledge of clinical presentations associated with musculoskeletal pathology as a foundation for direct patient/client care and research. Key topics characteristic of common orthopedic pathologies will be addressed including etiology; epidemiology; underlying pathophysiology and histology; clinical signs and symptoms related to impairments, functional limitations, disabilities; natural history and prognosis,

diagnostic medical procedures; differential diagnosis; medical, pharmacological, surgical management; and expected outcomes. Differential diagnosis related to musculoskeletal pathology will be emphasized and applied to determine appropriateness of physical therapy intervention. Content presented will encompass pathologies observed across the life span. Prerequisite: PT First Year Fall professional status or permission of PT Department. *Offered Each Fall.*

PT 521/L Prosthetics and Orthotics (2)

This lecture/laboratory course is designed to increase the student's understanding of prosthetics and orthotics. Principles of prosthetic and orthotic design, function, and fabrication will be discussed. Clinical problem solving for prosthetic or orthotic prescription will be addressed based on examination findings in order to optimize function for the patient/client. Pre-prosthetic as well as prosthetic training will be emphasized. Use of orthosis in management of individuals receiving physical therapy will be integrated with knowledge from previous courses in orthopedics and neurorehabilitation. Prerequisite: PT Second Year Spring professional status or permission of PT Department. *Offered Each Spring.*

PT 530 Psychosocial Aspects of Health and Disability (3)

This course applies biopsychosocial models of health, illness, and disability, including psychosocial aspects of disability; social attitudes and perceptions; adjustment to and secondary effects of disability. This course will develop student competence in responding to individuals who are experiencing physical and psychiatric problems. Prerequisite: PSY 103 or permission of instructor. *Offered Each Spring.*

PT 532 Motor Control & Motor Learning (2)

Motor control and motor learning theories will be explored as theoretical foundations for evidence-based physical therapy practice. Through lecture, laboratory, and student-led discussion of published research literature, students will explore the application of motor control and motor learning principles within the context of clinical examination, evaluation and interventions. The development of postural control across the life span, and theories of motor learning and motor re-learning following musculoskeletal or neurological insult will be emphasized with particular attention to how manipulation of practice and feedback variables impact motor learning. Prerequisites: PT Second Year Fall professional status or permission of PT Department. *Offered Each Fall.*

PT 539/L Cardiopulmonary Rehabilitation (2)

This lecture/laboratory course will address the diversified issues of clinical management of patient/client with primary and/or secondary cardiovascular and pulmonary dysfunction within the context of Physical Therapy. Topics will include practice setting specific management principles and therapeutic techniques to address primary and secondary impairments of the cardiovascular and pulmonary systems, as well as prevention of dysfunction in individuals across their life span. Topics to be discussed include Chronic Obstructive Lung Dysfunction, Restrictive Lung Dysfunction, Cardiac Muscle Dysfunction, the post-surgical patient, the patient post-trauma, and the patient with cancer. Prerequisites: PT Third Year Fall professional status or permission of PT Department. *Offered Each Fall.*

PT 544/L Neuromuscular Rehabilitation I (5)

This course is the first in a three part series which will apply the conceptual framework of physical therapy management to patients/clients with neuromuscular rehabilitative needs. Operational theories of nervous system organization including systems theories, models of central nervous system reorganization, and recovery models will be introduced and emphasized. Enablement/Disablement models, the Guide to Physical Therapist Practice, Guidelines for Content in Physical Therapy Education, and other conceptual frameworks that aid the physical therapist in evidence-based clinical decision making will be explored. This

course will begin with an in-depth study of human development from the life span perspective, with an emphasis on development of postural control and movement and their interrelationship to skill acquisition. Neuromuscular based pediatric movement disorders will be introduced and emphasized within the context of the elements of physical therapy practice and patient/client management. Developmental anatomy, functional neuronanatomy, and physiology will be linked to discussions of disorders of posture and movement. Historical and contemporary theories of intervention including therapeutic handling will be presented. Medical management options including pharmacology and surgery will be discussed. Course content will include applications of assistive technology including adaptive and therapeutic equipment as it relates to the pediatric patient/client population. Course content will reinforce the development of professional and ethical behaviors, the scope of physical therapy practice, collaborative practice models, therapeutic communication skills, and documentation. Laboratories will promote development of skill in the application of examination and intervention techniques discussed in lecture. Prerequisite: PT Second Year Fall professional status or permission of PT Department. *Offered Each Fall.*

PT 545/L Neuromuscular Rehabilitation II (5)

This course is the second in a three part series which will apply the conceptual framework of physical therapy management to patients/clients with neuromuscular rehabilitative needs. This course will utilize the conceptual models/frameworks and reinforce foundational principles and theories presented in PT 544. This course will continue the study of human development, from the life span perspective, with an emphasis on age related changes of postural control and movement and their interrelationship to functional capabilities. Adult onset neuromuscular-based movement disorders will be introduced and emphasized within the context of the elements of physical therapy practice and patient/client management. Anatomy, functional neuronanatomy, and physiology will be linked to discussions of disorders of posture and movement. Historical and contemporary theories of intervention including therapeutic handling, will be presented. Medical management options including pharmacology and surgery will be discussed. Course content will include issues on aging, vestibular rehabilitation, and an expanded discussion of assistive technology including adaptive and therapeutic equipment as it relates to the adult patient/client population. Course content will reinforce of development of professional and ethical behaviors, the scope of physical therapy practice, collaborative practice models, therapeutic communication skills, and documentation. Laboratories will promote development of skill in the application of examination and intervention techniques discussed in lecture. Prerequisites: PT Second Year Spring professional status or permission of PT Department. *Offered Each Spring.*

PT 546 Clinical Medicine II (3)

This course is the second in a three part clinical medicine series. It is designed to challenge the student to evaluate the knowledge of clinical presentations associated with neuromuscular pathology as a foundation for direct patient/client care and research. Key topics characteristic of common neurologic pathologies will be addressed, including etiology; epidemiology; underlying pathophysiology and histology; clinical signs and symptoms related to impairments, functional limitations, and disabilities; natural history and prognosis; diagnostic medical procedures; differential diagnosis; medical, pharmacological and surgical management; and expected outcomes. Differential diagnosis related to neuromuscular pathology will be emphasized and applied to determine appropriateness of physical therapy intervention. Content presented will encompass pathologies observed across the life span. Prerequisites: PT Second Year Spring professional status or permission of PT Department. *Offered Each Spring.*

PT 548 Integumentary Care (3)

The purpose of this course is to introduce the student to the skin and its appendages as they relate to wound etiology, management, and prevention. The student will explore the anatomical and physiological processes associated with tissue destruction, repair, and remodeling as they relate to specific cause and effect using the

wound healing model as the principle pillar of exploration. This course will address the diversified issues of clinical management of patients/clients with a primary and/or secondary integumentary disorder as they relate to the practice of physical therapy. Topics will include practice setting specific management principles and techniques as they relate to individuals across their life span, with disorders of the integumentary system including, but not limited to: burns, pressure ulcers, arterial and venous stasis disorders, neuropathic lesions, dermatitis, and cellulitis. The student will acquire skills within a theoretical and practical spectrum as it relates to patient/client clinical management, environmental constraints, and critical pathways. Prerequisite: PT Third Year Fall professional status or permission of PT Department. *Offered Each Fall*

PT 549 Clinical Medicine III (2)

This course is the final in the three part clinical medicine series. It is designed to challenge the student to evaluate the knowledge of clinical presentations associated with cardiovascular and pulmonary systems, as well as general medicine topics including gastrointestinal, urogenital, metabolic, and oncologic pathologies, as a foundation for direct patient care and research. Key topics characteristic of the pathologies will be addressed, including etiology; epidemiology; underlying pathophysiology and histology; clinical signs and symptoms related to impairments, functional limitations, and disabilities; natural history and prognosis; diagnostic medical procedures; differential diagnosis; medical, pharmacological and surgical management; and expected outcomes. Differential diagnosis related to these pathologies will be emphasized and applied to determine appropriateness of physical therapy intervention. Content presented will encompass pathologies observed across the life span. Prerequisite: PT Third Year Fall professional status or permission of PT Department. *Offered Each Fall.*

PT 551 I-IV and PT 651 Integrative Seminars in Physical Therapy I-V

These courses focus on the integration of all corresponding courses within each semester of the curriculum. These sessions will act as forums within which the student learner will have the opportunity to conceptualize each aspect of rehabilitation and build them into an overall framework of patient/client care. Each session will generally have a theme of interest such that students can build upon their level of understanding of that material as well as experience, appreciate and value the complexity of the entire process. These forums are designed to act as learning communities to promote independent critical thinking and independent thought while assisting in preparing each student for all lecture, laboratory and clinical exposure components of the semester coursework.

Prerequisite: PT professional status (corresponding Fall/Spring semesters in First through Third years.

PT 553 Introduction to Clinical Research Design (1)

In this course, students will explore the varieties of research design commonly used in clinical research, further developing the analytical skills needed to support professional evidence-based practice. Students will select a topic of interest and articulate important research questions relative to that topic. Students will search the published literature relative to one or more of their questions. From the perspective of experimental methodology and design, students will evaluate the merit and relevance of published research to the practice of physical therapy. This course will culminate in preparation of an evidence-based practice poster to be presented to the college community. PT Second Year Fall professional status or permission of PT Department. *Offered Each Fall.*

PT 554 Clinical Research I (2)

This is the first semester of a two-semester clinical research course that culminates in the submission and defense of a research thesis. During the first semester, students will identify a thesis research question relevant to the practice of physical therapy and critically review the clinical and scientific literature. Students will write the Introduction, Literature Review and Methods sections of the thesis, as well as a

research proposal for submission to the Daemen College Human Subjects Research Review Committee. At the end of the semester, students will defend their thesis project in a Power Point presentation to members of the College community. Prerequisites: PT Second Year Spring professional status or permission of PT Department. *Offered Each Spring.*

PT 555 Clinical Research II (2)

During this semester the student will execute the investigation designed in PT 554. It is expected that the student will have completed a research proposal and will have submitted that proposal to the Daemen College Human Subjects Research Review Committee. Working closely with the research advisor, the student will collect and analyze his/her data. The student will revise and refine the Introduction, Literature Review and Methods sections, and will write a final draft of the Results, Discussion and Conclusions sections of their thesis. Students will collaborate with one another in group discussions to facilitate the process of writing of the research paper. A final bound draft of the thesis will be completed and submitted to the student's research advisor and committee. Students will also prepare and present a poster and platform presentation describing their research for presentation to the Daemen College community, as well as interested individuals from the broader professional community. Prerequisites: PT Third Year Fall professional status or permission of PT Department. *Offered Each Fall.*

Clinical Exposure:

The Clinical Exposure component of the curriculum consists of five semesters of clinic-based and/or patient care campus-based experiential learning sessions. Students will synthesize and apply knowledge already gained in classroom coursework with practical experience. Students will complete assessments of observations and documentation of patient/client management.

PT 563 Clinical Exposure I

This course is the first in the series of clinical exposures that are coordinated and mentored by academic faculty concurrently teaching the specialty content in the campus-based didactic coursework. These regular exposures to clinical practice allow the student to observe and engage in the practice of physical therapy, further developing cognitive, affective and psychomotor skills acquired in lecture and laboratory experiences. Small student teams will visit a group of local physical therapy facilities that provide care to a variety of patient/client profiles including musculoskeletal rehabilitation. This experience is designed to permit the student to become acclimated to the clinical environment and develop effective patient/client-therapist communication skills. Prerequisite: PT First Year Fall professional status or permission of PT Department. *Offered Each Fall.*

PT 564 Clinical Exposure II

This course is the second in the series of clinical exposures that are coordinated and mentored by academic faculty concurrently teaching the specialty content in the campus-based didactic coursework. These regular exposures to clinical practice allow the student to observe and engage in the practice of physical therapy, further developing cognitive, affective and psychomotor skills acquired in lecture and laboratory experiences. During these regular exposures to clinical practice, students will discuss and consider issues of resource management, individual and cultural differences, delegation of services, referral to other services, and documentation and presentation of case findings to peers. Prerequisite: PT First Year Spring professional status or permission of PT Department. *Offered Each Spring.*

PT 565 Clinical Exposure III

This course is the third in the series of clinical exposures that are coordinated and mentored by academic faculty concurrently teaching the specialty content in the campus-based didactic coursework. These regular exposures to clinical practice allow the student to observe and engage in the practice of physical therapy,

further developing cognitive, affective and psychomotor skills acquired in lecture and laboratory experiences. During these regular exposures to clinical practice, students will observe physical therapy services at a variety of pediatric settings and participate in supervised group sessions to provide care to a variety of patient/client profiles including children and adolescents with neuromuscular disorders. These experiences are designed to permit the student to become acclimated to this unique clinical environment and develop effective patient/client-therapist communication skills with this special population. Students will discuss and consider issues of best practice, issues of individual differences in patient management, professional responsibility, social/cultural diversity, documentation of examination and outcome measure assessment results, and ongoing intervention. Prerequisite: PT Second Year Fall professional status or permission of PT Department. *Offered Each Fall.*

PT 566 Clinical Exposure IV

This course is the fourth in the series of clinical exposures that are coordinated and mentored by academic faculty concurrently teaching the specialty content in the campus-based didactic coursework. These regular exposures to clinical practice allow the student to observe and engage in the practice of physical therapy, further developing cognitive, affective and psychomotor skills acquired in lecture and laboratory experiences. During these regular exposures to clinical practice, students will observe physical therapy services at a variety of settings that provide care to adults with a variety of neuromuscular and age related disorders including sessions on design and fabrication of orthotic and prosthetic devices, and participate in supervised group sessions to provide care to a variety of patient/client profiles including adults with neuromuscular disorders. These experiences are designed to permit the student to become acclimated to this unique clinical environment and develop effective patient/client-therapist communication skills with this patient population. Students will discuss and consider issues of best practice, issues of individual differences in patient management, professional responsibility, social/cultural diversity, documentation of examination and outcome measure assessment results, and ongoing intervention. Prerequisite: PT Second Year Spring professional status or permission of PT Department. *Offered Each Spring.*

PT 567 Clinical Exposure V

This course is the last in the series of clinic-based experiential learning sessions that are coordinated and mentored by academic faculty. These regular exposures to clinical practice allow the student to observe and engage in the practice of physical therapy and other related fields, further developing cognitive, affective and psychomotor skills acquired in lecture and laboratory experiences. Small student teams will visit a group of local clinical facilities and community-based wellness programs that provide care to a variety of patient/clients including cardiopulmonary rehabilitation, integumentary wound care, trauma unit, women's health, wellness and health promotion, and holistic health. These experiences are designed to permit the student to further develop effective patient/client-therapist communication skills. Students will discuss and consider issues of quality of care, scope of practice, clinical guidelines, documentation, and reimbursement. Prerequisite: PT Third Year Fall professional status or permission of PT Department. *Offered Each Fall.*

PT 575 Pre-Clinical Seminar (1)

This seminar format course is designed to prepare the student for his/her clinical internship experiences. The professional aspects of physical therapy; from expected behaviors to collaborative practice, will be stressed in these seminars. Small group discussion and role-playing will help the students develop their communication skills that are essential to their development as professionals. The design and implementation of the student's clinical education experiences at Daemen will be incorporated into this seminar course sequence. Learning experiences will focus on the following areas: safety; professional behavior; ethical and legal standards; communication; documentation; cultural considerations in

patient/client management; education; and alternative models in clinical education. Learning experiences will also focus on the following areas: infection control and blood born pathogens; universal precautions; OSHA regulations; consultation; and wellness and health promotion. Prerequisite: PT First Year Fall professional status or permission of PT Department. *Offered Each Fall.*

PT 577 Clinical Internship I (3)

This is a nine (9) week full-time clinical internship designed to serve several purposes in developing patient/client management skills deemed appropriate for entry-level physical therapy practice. Integration of the previous semesters' academic curriculum will be the focus of the clinical internship. The facilities utilized for the internship will focus on orthopedic or musculoskeletal patient care. Pre-requisites: PT Second Year professional status and Grade of C or better in all PT course work. *Offered Each Summer.*

PT 582 Clinical Internship II (3)

This is a nine (9) week full-time clinical internship designed to further enhance the student's patient/client management skills. The focus of this internship will be the management of patients/clients with neuromuscular disorders, incorporating information and skills acquired in the previous academic semesters. The facilities utilized for the internship will focus on neurorehabilitation of any age group. Prerequisites: PT Third Year professional status and Grade of C or better in all required PT course work. *Offered Each Summer.*

PT 600 Clinical Problem Solving in Neuromuscular Rehabilitation (2)

This course is the third in a three part series which will explore special topics in neuromuscular rehabilitation through a problem based learning format similar to that utilized in PT 516. Selected topics with specific goals will be presented by a faculty facilitator to small groups in the form of directed learning experiences and patient/client case studies. A small group of students will then proceed in designing and implementing an action plan aimed at achievement of these goals. The students will be required to: interpret and analyze the information provided; gather additional information as necessary from reading and discussions of current scientific professional literature; and to synthesize and present a coherent, evidence based argument addressing the specific goals of each learning experience or case study. The faculty member will serve as a facilitator for directing the students' discussions and psychomotor activities. Prerequisite: PT Third Year Fall professional status or permission of PT Department. *Offered Each Fall.*

PT 606/L Rehabilitation of the Patient with Spinal Cord Injury (1)

This lecture/laboratory course will apply the conceptual framework of physical therapy management to patients/clients who have spinal cord injury during the acute, subacute and long term phases of care. Comprehensive exploration of the elements of physical therapy practice and patient/client management for patients/clients of all ages will be emphasized. Students are required to integrate and apply all previous academic/clinical knowledge with regard to musculoskeletal, neuromuscular, cardiopulmonary, and integumentary management, as well as, application of environmental assessment/modification and assistive technology to enhance function, physical agents, and patient/caregiver education. Current scientific professional literature, integration of other systems, as well as critical thinking and decision making experiences for problem solving in all steps of patient/client management will be used. Prerequisite: PT Third Year Fall professional status or permission of PT Department. *Offered Each Fall.*

PT 610 Management & Administrative Issues in Physical Therapy (4)

A broad survey of topics essential to the administration and management of physical therapy services. Topics covered will include: strategic planning, organizational structure, reimbursement and income management, budgeting, marketing, personnel management, quality assurance, ethical dilemmas and problem solving, professional regulation and the legislative process, various forms of liability and risk

management, health care policy and systems of health care service delivery, contract issues and the negotiation process, documentation issues, and appropriate delegation, supervision and collaboration in the provision of physical therapy services. Prerequisite: PT Third Year Fall professional status or permission of PT Department. *Offered Each Fall.*

PT 612 Prevention, Health Promotion, Fitness and Wellness (2)

This course will provide the student with the conceptual framework for individual and community health promotion, as well as injury/disease prevention across the life span. Course content includes examination of concepts of health, health promotion, wellness and prevention, and health related quality of life (HRQoL). Basic epidemiological principles will be discussed and applied to specific diseases related to the practice of physical therapy including examination of best evidence for screening and prevention. Current theories of health behavior change will be discussed, as well as issues of adherence, locus of control, motivation, and the influence of culture and cultural issues on health promotion. To demonstrate understanding and application of the key concepts of health behavior change, students will assess their own level of wellness, implement a personal plan to address a particular health behavior, and analyze the outcome of the intervention. Community based health promotion will also be addressed including needs assessment, planning, resources, and process and outcome assessment. Students will apply their knowledge by creating a community based health promotion or disease/injury prevention program and present their project to their peers. Issues related to women's health will also be addressed including osteoporosis management, incontinence, pregnancy related issues, as well as pelvic floor dysfunction. Prerequisite: PT Third Year Fall professional status or permission of PT Department. *Offered Each Fall.*

PT 680 Clinical Internship III (4)

This is a nine (9) week full-time clinical internship designed to integrate all the academic knowledge gained as well as incorporate the previous clinical experiences into their ultimate attainment of the skills and behaviors of an entry-level physical therapist. The facilities utilized for the internship will focus on in-patient care. Prerequisites: PT Third Year professional status and Grade of C or better in all required PT course work. *Offered Each Spring.*

PT 690 Clinical Internship IV (4)

This is the final nine (9) week full-time clinical internship designed to enhance the student's entry-level skills in a special interest area of physical therapy. The facilities utilized for this internship will incorporate any setting appropriate for the delivery of physical therapy patient/client care. Prerequisites: PT Third Year professional status and Grade of C or better in all required PT course work. *Offered Each Spring.*

Course descriptions for courses required outside the PT Department

CMP 315 Advanced Composition for Health Professionals (3)

This course in composition is designed to help students in the health and natural sciences expand and refine their technical and stylistic skills through an extensive directed writing experience based on professional models. Students will use medical and scientific terminology, write case-based reports and analysis, learn

documentation methods and, and write standard research forms used in professional and communications. Prerequisite: CMP 101 or permission of instructor. *Offered Fall and Spring Semesters (As Needed).*

BIO 541/L Neurobiology I (4)

An integrated study of neuroanatomy and neurophysiology. Topics include surface anatomy and blood supply of the brain, meninges, sensory receptors and the electrical properties of neuronal membranes.

Prerequisite: BIO 340 and upper division status in Biology or Natural Science, or PT First Year Spring professional status or permission of PT Department. *Offered Each Spring.*

BIO 542/L Neurobiology II (4)

A continuation of the study of neuroanatomy and neurophysiology. Topics include neuroanatomical pathways, motor control systems, and physiology of synapses. Prerequisite: BIO 541 or PT Second Year Fall professional status or permission of PT Department. *Offered Each Fall.*

List of faculty in the Physical Therapy Program at Daemen College.

Fulltime Program Faculty:

Jennifer Bogulski, PT DPT	- Clinical Assistant Professor
Michael Brown, PT DPT FAAOMPT	- Clinical Assistant Professor
Laura Favaro, PT DPT FAAOMPT	- Clinical Assistant Professor
Greg Ford, PT DPT PhD OCS	- Assistant Professor and Department Chair
Mary Rose Franjoine, PT DPT MS PCS	- Assistant Professor
Sharon L. Held, PT DPT MS PCS C/NDT	- Associate Professor
Lisa Inglis PT DPT NCS	- Assistant Clinical Professor
Theresa A. Kolodziej, PhD, PT, DPT	- Director of Clinical Education
Margaret Mazzone, PT PhD	- Clinical Assistant Professor
Jennifer Priore, PT DPT MS	- Clinical Assistant Professor
Michael Ross, PT DHSc OCS	- Clinical Assistant Professor
Ron Schenk, PT PhD OCS FAAOMPT Cert. MDT	- Associate Professor and Dean of Health and Human Services
Jack Stachura, PT DPT MBA FAAOMPT Cert.MDT	- Clinical Assistant Professor
Laurie A. Walsh PT JD	- Associate Professor
Jessica Wiatrowski, PT MS CVT CEIM	- Clinical Assistant Professor and ADCE

Associated Faculty:

Kristopher Attwood BS MS MA
Elizabeth Bailey-Sands PT
Michael Brogan, PT DPT PhD CWS FCCWS
Donald Brown PT DPT OCS
Nicole Chimera PhD ATC
Courtney Cholis PT DPT
Kathleen Christie PT
Thomas J. Coleman PT Cert.MDT
Jodi Dauber PT
Laura Edsberg PhD
Sarah Friel-Gigante PT DPT
Clare B. Ganey PT
Micahel Golden PT DPT
Raymond Hammel PT DPT MS
Peter Herbst PT ATC MBA
Curtis Hohl PT
Colleen Kashino PhD
Kim Kotz PT DPT
Rosina G. Kowalski PT
Kara Kremer PT DPT
Tom McGary PT DPT
James E. Pankow Certified Prosthetist / Orthotist
Mallory Petrus PT DPT
Jeffrey T. Podraza PT OCS
Karen Roehling MS ATC PES CES
Terry Rose PT DPT MS FAAOMPT
Nicholas Smith PT DPT
Gary A. Styn MD
Linda Szal-Sutton PT DPT
Jamie Tiberi PT DPT
Peter Tonsoline PT
Patricia Vail

a. Title and number:

Clinical Internship I, PT 577

b. Course Description:

This is a nine (9) week full-time clinical internship designed to develop skills deemed appropriate for entry-level physical therapy practice. Those skills include but are not limited to examination, evaluation, diagnosis, prognosis and intervention. To accomplish this, the students will participate in direct patient care that may include gait training, transfer training, assessment and measurement, intervention and patient education. Integration of the previous semester academic curriculum will be the focus of the clinical internship. The facilities utilized for the internship will focus on musculoskeletal or orthopedic patient care.

c. Department offering the course:

Department of Physical Therapy in conjunction with affiliated clinical sites.

d. Credit hours:

Three

e. Instructor(s):

Affiliated Clinical Instructor/Adjunct Clinical Faculty

f. Clock hours (lecture and laboratory) and schedule:

360 hours (9 weeks @ 40hours/wk.)

g. Course prerequisites:

PT Second Year professional status and Grade of C or better in all PT course work.

h. Course objectives:

Upon the completion of this course the student will be able to:

1. Practice in a safe manner that minimizes the risk to patient, self, and others.
2. Demonstrate professional behavior in all situations.
3. Practice in a manner consistent with established legal and professional standards and ethical guidelines.
4. Communicate in ways that are congruent with situational needs
5. Adapt delivery of physical therapy services with consideration for patients' differences, values, preferences, and needs.
6. Participate in self-assessment to improve clinical and professional performance.
7. Apply current knowledge, theory, clinical judgment, and the patient's values and perspectives in patient management.

8. Determine with each patient encounter the patient's need for further examination or consultation by a physical therapist or referral to another health care professional.
9. Perform a physical therapy patient examination using evidenced-based test and measures.
10. Evaluate data from the patient examination (history, systems review, and test and measures) to make clinical judgments.
11. Determine a diagnosis and prognosis that guides future patient management.
12. Establish a physical therapy plan of care that is safe, effective, patient-centered, and evidence-based.
13. Perform physical therapy interventions in a competent manner.
14. Educate others (patients, caregivers, staff, students, other health care providers, business and industry representatives, school systems) using relevant and effective teaching methods.
15. Produce quality documentation in a timely manner to support the delivery of physical therapy services.
16. Collect and analyzes data from selected outcome measures in a manner that supports accurate analysis of individual patient and group outcomes.
17. Participate in the financial management (budgeting, billing, and reimbursement, time, space, equipment, marketing, public relations) of physical therapy service consistent with regulatory, legal and facility guidelines.
18. Direct and supervise personnel to meet patient's goals and expected outcomes according to legal standards and ethical guidelines.

i. Description of teaching methods and learning experiences:

Collaborative and direct patient care opportunities with the clinical site's staff. Learning experiences may include observations with other health care professionals, attendance at discharge planning and team meetings, grand rounds attendance, opportunities for clinical teaching, etc...

j. Methods of student evaluation and grading:

The clinical instructor/adjunct clinical faculty member will utilize the APTA Clinical Performance Instrument in order to assess the student's abilities and performance while on internship. The associated final grade will be administered by the DCE after review of the completed Clinical Performance Instrument.

a. Title and number:

Clinical Internship II, PT 582

b. Course Description:

This is a nine (9) week full-time clinical internship designed to further enhance the student's patient/client management skills. The focus of this internship will be the management of patients/clients with neuromuscular disorders, incorporating information and skills acquired in the previous academic semesters. The facilities utilized for the internship will focus on neurorehabilitation of any age group.

c. Department offering course:

Department of Physical Therapy in conjunction with affiliated clinical sites.

d. Credit hours:

Three

e. Instructor(s):

Affiliated Clinical Instructor/Adjunct Clinical Faculty

f. Clock hours (lecture and laboratory) and schedule:

360 hours (9 weeks @ 40hours/wk.)

g. Course prerequisites:

PT Third Year professional status and Grade of C or better in all required PT course work.

h. Course objectives:

Upon the completion of this course the student will be able to:

19. Practice in a safe manner that minimizes the risk to patient, self, and others.
20. Demonstrate professional behavior in all situations.
21. Practice in a manner consistent with established legal and professional standards and ethical guidelines.
22. Communicate in ways that are congruent with situational needs
23. Adapt delivery of physical therapy services with consideration for patients' differences, values, preferences, and needs.
24. Participate in self-assessment to improve clinical and professional performance.
25. Apply current knowledge, theory, clinical judgment, and the patient's values and perspectives in patient management.

26. Determine with each patient encounter the patient's need for further examination or consultation by a physical therapist or referral to another health care professional.
27. Perform a physical therapy patient examination using evidenced-based test and measures.
28. Evaluate data from the patient examination (history, systems review, and test and measures) to make clinical judgments.
29. Determine a diagnosis and prognosis that guides future patient management.
30. Establish a physical therapy plan of care that is safe, effective, patient-centered, and evidence-based.
31. Perform physical therapy interventions in a competent manner.
32. Educate others (patients, caregivers, staff, students, other health care providers, business and industry representatives, school systems) using relevant and effective teaching methods.
33. Produce quality documentation in a timely manner to support the delivery of physical therapy services.
34. Collect and analyzes data from selected outcome measures in a manner that supports accurate analysis of individual patient and group outcomes.
35. Participate in the financial management (budgeting, billing, and reimbursement, time, space, equipment, marketing, public relations) of physical therapy service consistent with regulatory, legal and facility guidelines.
36. Direct and supervise personnel to meet patient's goals and expected outcomes according to legal standards and ethical guidelines.

i. Description of teaching methods and learning experiences:

Collaborative and direct patient care opportunities with the clinical site's staff. Learning experiences may include observations with other health care professionals, attendance at discharge planning and team meetings, grand rounds attendance, opportunities for clinical teaching, etc...

j. Methods of student evaluation and grading:

The clinical instructor/adjunct clinical faculty member will utilize the APTA Clinical Performance Instrument in order to assess the student's abilities and performance while on internship. The associated final grade will be administered by the DCE after review of the completed Clinical Performance Instrument.

a. Title and number:

Clinical Internship III, PT 680

Clinical Internship IV, PT 690

b. Description:**PT 680 Clinical Internship III**

This is a nine (9) week full-time clinical internship designed to integrate all the academic knowledge gained as well as incorporate the previous clinical experiences into an entry-level physical therapist. The facilities utilized for the internship will focus on in-patient care of any age group and any setting.

PT 690 Clinical Internship IV

This is the final nine (9) week full-time clinical internship designed to enhance the student's entry-level skills in a special interest area of physical therapy. The facilities utilized for this internship will incorporate any setting appropriate for the delivery of physical therapy patient/client care.

c. Department offering course:

Department of Physical Therapy in conjunction with affiliated clinical sites.

d. Credit hours:

Eight, 4 for PT 680 and 4 for PT 690

e. Instructor(s):

Affiliated Clinical Instructor/Adjunct Clinical Faculty

f. Clock hours:

720 hours: 360 hours for PT 680 = 9 weeks @ 40hours/wk. and

360 hours for PT 690 = 9 weeks @ 40hours/wk.

g. Course prerequisites:

PT Third Year professional status and Grade of C or better in the Fall 3rd year professional phase course work.

h. Course objectives:

Upon the completion of this course the student will be able to:

1. Practice in a safe manner that minimizes the risk to patient, self, and others.
2. Demonstrate professional behavior in all situations.
3. Practice in a manner consistent with established legal and professional standards and ethical guidelines.
4. Communicate in ways that are congruent with situational needs
5. Adapt delivery of physical therapy services with consideration for patients' differences, values, preferences, and needs.

6. Participate in self-assessment to improve clinical and professional performance.
7. Apply current knowledge, theory, clinical judgment, and the patient's values and perspectives in patient management.
8. Determine with each patient encounter the patient's need for further examination or consultation by a physical therapist or referral to another health care professional.
9. Perform a physical therapy patient examination using evidenced-based test and measures.
10. Evaluate data from the patient examination (history, systems review, and test and measures) to make clinical judgments.
11. Determine a diagnosis and prognosis that guides future patient management.
12. Establish a physical therapy plan of care that is safe, effective, patient-centered, and evidence-based.
13. Perform physical therapy interventions in a competent manner.
14. Educate others (patients, caregivers, staff, students, other health care providers, business and industry representatives, school systems) using relevant and effective teaching methods.
15. Produce quality documentation in a timely manner to support the delivery of physical therapy services.
16. Collect and analyzes data from selected outcome measures in a manner that supports accurate analysis of individual patient and group outcomes.
17. Participate in the financial management (budgeting, billing, and reimbursement, time, space, equipment, marketing, public relations) of physical therapy service consistent with regulatory, legal and facility guidelines.
18. Direct and supervise personnel to meet patient's goals and expected outcomes according to legal standards and ethical guidelines.

i. Description of teaching methods and learning experiences:

Collaborative and direct patient care opportunities with the clinical site's staff. Learning experiences may include observations with other health care professionals, attendance at discharge planning and team meetings, grand rounds attendance, opportunities for clinical teaching, etc...

j. Methods of student evaluation and grading:

The clinical instructor/adjunct clinical faculty member will utilize the APTA Clinical Performance Instrument in order to assess the student's abilities and performance while on internship. The

associated final grade will be administered by the DCE after review of the completed Clinical Performance Instrument.

*****Partial fulfillment of this course will be satisfactory performance on the 3rd year comprehensive exam*****

Responsibilities of Daemen College in the Clinical Education Program

- i. Daemen shall be responsible for selecting only those students who have successfully completed all the prerequisite courses or previous clinical education experiences.
- ii. Daemen shall notify the clinical affiliation site regarding the upcoming students and stage in the professional phase as well as the objectives for each clinical experience.
- iii. Daemen will provide each clinical affiliation with Clinical Site Information Form (CSIF) and contracts required for establishing a clinical affiliation (Samples of CSIF and contract are included)
- iv. Daemen will provide each clinical center with a Daemen College Physical Therapy Clinical Education Manual for Clinics, which serves as a policy and procedure manual for the program.
- v. The Director of Clinical Education (DCE) at Daemen College will cooperate with the Clinical Instructor (CI) and Center Coordinator of Clinical Education (CCCE) at the clinical center to coordinate the academic aspects of the student's education with the clinical experience.
- vi. All clinical internships will be scheduled at least four months prior to their respective start dates. In the event that cancellation of a reserved space is necessary, Daemen will notify the clinical affiliation of the cancellation as soon as it occurs.
- vii. The DCE or other faculty members will have direct contact with all the clinical centers while a student is affiliating there. On-site visits to the clinics will be made as scheduling and budget allows, however, if an on-site visit cannot be scheduled, the DCE or assigned faculty will communicate with the clinical instructor and student on the telephone. Should a problem develop with the student's affiliation at a clinical center out of town, the DCE will try to resolve the problem over the telephone. If the problem cannot be resolved on the telephone, the DCE will make an on-site visit to the clinic (if it can be arranged).

Responsibilities, Rights and Privileges of Clinical Sites and Clinical Instructors of Daemen College Students

Responsibilities of the Clinical Site

- Provide supervised clinical experience for assigned students within the Clinical Site's scope of service, which will allow the most appropriate learning experience and the completion of assignments.
- Become familiar with the student's curriculum by reviewing information provided by the academic institution prior to student's arrival.
- Remain current with changes and trends in clinical education. Provide experience, as feasible, in multidisciplinary team participation that would permit students to appreciate the role of other members of the health care team.
- Organize and plan the student's rotation to include clinical work, in-services, rounds, and other educational experiences.
- Facilitate a favorable learning environment that encourages the student to ask questions and share their insight.
- Provide the DCE with specific feedback about the student's performance and global feedback about the perceived strengths and weaknesses of the academic program concerning clinical education.
- Provide emergency medical care for students as necessary. The usual and customary billing procedure will apply in such cases.
- Provide a confidential area for student/supervisor conferences.
- Notify the College of cancellation of space for students. Except in unusual circumstances, such cancellations should not occur within two months of the beginning of an assigned student's fieldwork.
- Maintain complete records on each student's performance and provide a mid-term and final evaluation to the College on-line through the PT CPI WEB immediately following the completion of the student's fieldwork and to discuss jointly with the DCE any student problem arising during the course of the clinical experience. The Clinical Site has the right to dismiss any student whose condition or conduct jeopardizes the well-being of the patients/clients or employees of the Clinical Site after prior consultation with the DCE.
- Upon reasonable request, permit the inspection of the clinical facilities, services available for clinical experiences, student records and such other items pertaining to the program by the College or agencies charged with the responsibility for accreditation of the curriculum.
- Clinical Site shall not assign, transfer, or contract for the furnishing of services to be performed under this Agreement without the written approval of the College.

- Notwithstanding any other provision of this Agreement, the Clinical Site remains responsible for ensuring that any service provided pursuant to this Agreement complies with all pertinent provisions of Federal, State and local statutes, rules and regulations.
- Assessment of the DCE/ADCE from the perspective of the clinical faculty will occur annually via an on-line survey format

Rights and Privileges of Clinical Education Faculty

Rights of clinical instructors

- The right to request on-site in-services related to clinical education and other clinically relevant topics.
- The right to request assistance from the Academic Program dealing with clinical education issues and problems which arise in the clinic.
- The right to receive information regarding affiliating students, changes in the clinical education and physical therapy program in a timely manner.
- The right to terminate a student participating in the clinical education internship if it is felt that the continued participation of a student is unsafe, disruptive, or detrimental to the clinical site or patient care, or otherwise not in conformity with the standards, policies, procedures or health requirements.

Privileges provided to clinical instructors

- An Annual Clinical Education Seminar on Campus to disseminate current information and strategies for student supervision, or an on-line course.
- Daemen College Library Databases access, once a library account is established.
- Tuition Wavier Certificate in the amount of \$750 for serving as a Clinical Instructor for a Daemen student. You may apply the certificate towards the tuition cost of our OMPT fellowship program or other graduate/undergraduate courses offered at Daemen College. In the future other courses may have a similar policy in place. Tuition wavier may be transferred to immediate family members and/or staff members within the same clinical facility.
- A library of audio visual materials is available on a loan basis to any clinical affiliation. A listing of the current audio visual materials can be obtained by contacting our office.
- Continuing Education courses on the Daemen College campus at reduced rates for clinical instructors.
- Each Clinical Instructor is able to earn 1.125 CEUs for each Daemen College Physical Therapy intern they supervise, per New York State policy. Certificate will be sent to individual clinical instructors after each clinical rotation is completed, via email.

STUDENT RESPONSIBILITIES

It is the students' responsibility to become familiar with and to abide by the individual rules and regulations of the clinical site. Ignorance of the rules and regulations will not be accepted as an excuse.

DRESS CODE

High standards of personal/professional appearance and grooming will be expected of each student. These characteristics are a reflection of the individual.

The following rules should be observed in regard to dress unless the assigned facility specifically permits/requires otherwise:

- White lab-coat and professional attire appropriate for gender.
- Professional attire includes NO low cut blouses, tops or waistbands, NO platform, high heeled or open toe shoes
- Hair style should be professional and nails should be short and neat.
- Conservative jewelry and make-up may be worn that would portray appropriate professional demeanor.
- Body piercing and tattoos should be concealed as much as possible in order to portray appropriate professional demeanor.
- Name tag as designated by school or per clinic regulations.

HOLIDAY and ABSENCES POLICY

- The student will be granted time off for holidays only if the assigned department is closed.
- The student must have a reasonable excuse (ie. funeral) to be excused from the clinic. They must make a request of the clinical instructor, who will decide whether permission for the absence will be granted. All missed days need to be made up.
- **The student will notify the DCE at Daemen if permission is granted.**
- **In case of illness, notify the Clinical instructor immediately, also notify the DCE at Daemen College.**
- **In case of absence for short periods of time, due to personal illness or serious family problems, the time must be made up before graduation. Final grades will not be granted until all work is completed.**

OTHER STUDENT RESPONSIBILITIES and EXPECTATIONS

- Each student will be expected to contact the assigned facility, introduce himself/herself, and request any instructions via letter and telephone conversation prior to affiliation.
- Each student will be expected to follow the work schedule of their assigned clinical instructor(s). The student should remain at the clinical site until the clinical instructor(s) dismisses the student.
- The student is expected to be in the department at all times except when directed to, or given permission to, leave by clinical instructor. The student will utilize free time by working on progress reports, reading records and professional material, or performing suggestions of the clinical instructor.
- Students are expected to perform a self-evaluation on the PT CPI WEB at mid-term and final during each of their clinical internships.
- **Students are expected to give an in-service or case study during each of their clinical internships.**
- Each student will have purchased Malpractice Insurance through the business office before his/her clinical experience, included in their clinical internship registration.
- Each student will undergo a physical examination annually. A copy must be sent to the Daemen College Health Office for review prior to the beginning of the clinical experience. They must also adhere to New York State regulations regarding flu vaccinations.
- Each facility will receive a copy of the physical examination prior to the start of the clinical experience from the student.
- Each student will need to be CPR certified prior to the start of their first day in the clinic.

The student should remember that his/her performance at the clinical site will help determine clinical competence and potential as a professional physical therapist.

Therefore:

BE ON TIME EACH DAY.

BE ENTHUSIASTIC EACH DAY.

ALWAYS ACT PROFESSIONALLY.

CLINICAL PERFORMANCE INSTRUMENT AND GRADING POLICY

Students will receive a grade of Pass or Fail for each clinical experience (PT 577, PT 582, PT 680 and PT 690). The grading will be based on the Clinical Instructors' overall assessment using the PT CPI WEB (CPI) as well as the Director of Clinical Education's (DCE/ADCE) interpretation of the clinical education experience for each student. Grading decisions made by the DCE/ADCE may also consider:

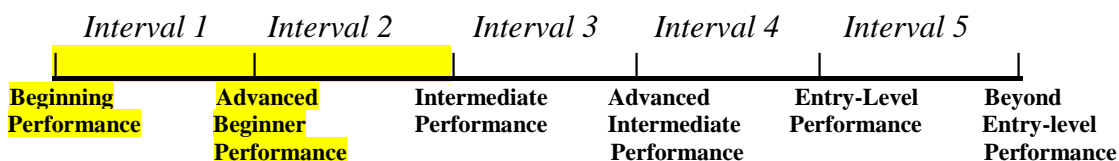
- Clinical setting,
- Experience with patients or clients in that setting,
- Relative weighting or importance of each performance criteria,
- Expectations for the clinical experience,
- Progression of performance from midterm to final evaluations,
- Level of experience within the didactic and clinical components,
- Whether or not “significant concerns” box was checked, and
- The congruence between the CI's narrative midterm and final comments related to the five performance dimensions and the ratings provided.

All grades are ultimately determined by the DCE/ADCE and not the clinical site or clinical instructor(s).

Listed below is what Daemen College considers satisfactory performance for each of the four clinical internships. Levels of expectations were determined by various methods: materials from the didactic component of the curriculum, level of the clinical experience, nature of the performance criteria, etc. The clinical instructor will base his/her grade upon the *quality of care rendered, supervision/guidance required, consistency of performance, complexity of tasks/environment and the efficiency of performance*.

PT 577 – first clinical internship Summer after first year in the professional phase

Ratings of student performance are expected to be in the first two intervals between “beginning clinical performance” and “advance beginner performance”.



As a review the anchor definitions for “beginning performance” and “advanced beginner performance” from the PT CPI WEB directions are as follows:

Beginning performance:

- A student who requires close clinical supervision 100% of the time managing patients with constant monitoring and feedback, even with patients with simple conditions.

- At this level, performance is inconsistent and clinical reasoning is performed in an inefficient manner.
- Performance reflects little or no experience.
- The student does not carry a caseload.

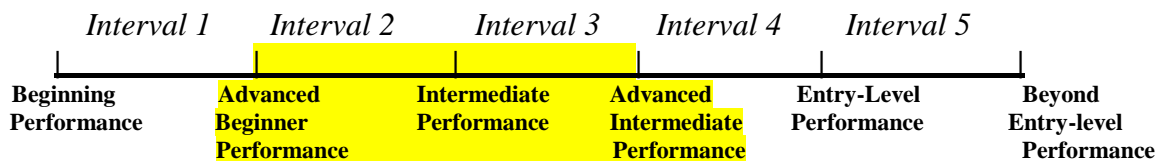
Advanced beginner performance:

- A student who requires clinical supervision 75%-90% of the time managing patients with simple conditions, and 100% of the time managing patients with complex conditions.
- At this level, the student demonstrates consistency in developing proficiency with simple tasks (eg, medical record review, goniometry, muscle testing, and simple interventions), but is unable to perform skilled examinations, interventions, and clinical reasoning skills.
- The student may begin to share a caseload with the clinical instructor.

PT 582 – second clinical internship

Summer after second year in the professional phase

Ratings of student performance are expected to progress along the continuum ranging from a **minimum** of “advance beginner performance” (interval 2) to “advanced intermediate performance” (interval 4).



As a review the anchor definitions for “intermediate performance” and “advanced intermediate performance” from the PT CPI WEB directions are as follows:

Intermediate Performance:

A student who requires clinical supervision less than 50% of the time managing patients with simple conditions, and 75% of the time managing patients with complex conditions.

At this level, the student is proficient with simple tasks and is developing the ability to consistently perform skilled examinations, interventions, and clinical reasoning.

The student is capable of maintaining 50% of a full-time physical therapist’s caseload.

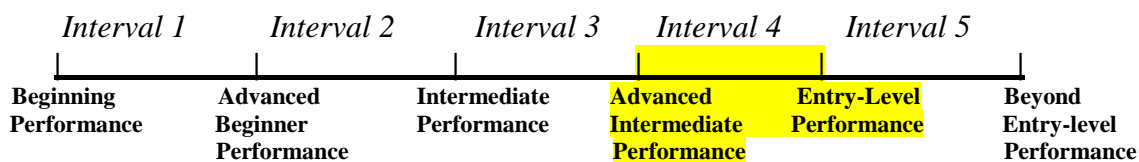
Advanced Intermediate Performance:

- A student who requires clinical supervision less than 25% of the time managing new patients or patients with complex conditions and is independent managing patients with simple conditions.

- At this level, the student is consistent and proficient in simple tasks and requires only occasional cueing for skilled examinations, interventions, and clinical reasoning.
- The student is capable of maintaining 75% of a full-time physical therapist's caseload.

PT 680 – third clinical internship
Spring Semester of third year in the professional phase

Ratings of student performance are expected to progress along the continuum ranging from a **minimum** of “Advanced Intermediate Performance” (interval 4) to “Entry-Level” (interval 5).



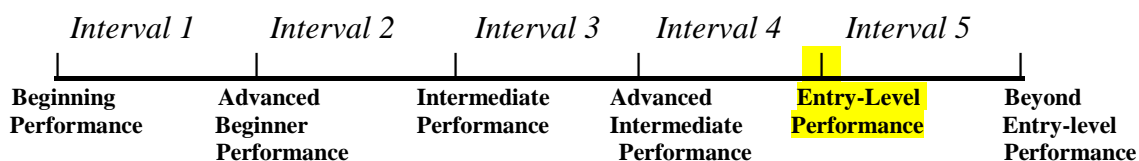
As a review the anchor definition for “Entry-Level performance” from the PT CPI WEB directions is as follows:

Entry-Level Performance:

- A student who capable of functioning without guidance or clinical supervision managing patients with simple or complex conditions.
- At this level, the student is consistently proficient and skilled in simple and complex tasks, for skilled examinations, interventions, and clinical reasoning.
- Consults with others and resolves unfamiliar or ambiguous situations.
- The student is capable of maintaining 100% of a full-time physical therapist's caseload in a cost effective manner.

PT 690 – fourth and final clinical internship
Spring Semester of third year in the professional phase

Students should achieve ratings of entry-level or beyond (interval 5) for all 18 performance criteria.



Policy Regarding Failure of Clinical Education Internship

As stated in the grading policy: **All grades are determined by the DCE/ADCE not the clinical site or clinical instructor(s).** As soon as any difficulties are discovered by the DCE/ADCE, CCCE, CI or student, the DCE immediately contacts all parties and puts into place any appropriate interventions that may assist all parties in making the placement a positive and successful experience.

The grading of all clinical internships will be based on the Clinical Instructors' overall assessment using the PT Clinical Performance Instrument WEB (CPI) as well as the DCE/ADCE's interpretation of the clinical education experience for that given student. This assessment is completed at the end of each experience and following all clinic visits, follow-up phone calls and any necessary interventions during a challenging clinical internship for a student.

If a student fails a clinical internship (PT 577, PT 582, PT 680 or PT 690), which is determined by the DCE/ADCE at Daemen College, they are required to repeat the experience in a similar clinical environment once a period of remedial work has been completed. Scheduling of this repeat affiliation will be completed by the DCE/ADCE as time allows.

If a student fails two clinical affiliations the student is subject to dismissal from the Physical Therapy Program as per departmental policy.

Policy for establishment of Clinical Affiliation Agreement with Daemen College Physical Therapy Clinical Education Program

Policy:

Daemen College will establish clinical affiliation agreements with Physical Therapy clinical sites which are able to demonstrate the ability to effectively provide clinical teaching. The quality of the clinical site's learning environment will be determined by on-site visits, student feedback, written documentation and APTA Guidelines.

Procedure:

Once a clinical facility has been identified by either students, alumni, core faculty or the clinical community the Director of Clinical Education (DCE) will obtain some initial information (form : new clinic info sheet) regarding the site via phone contact or written format. After the DCE reviews the information a determination is made as to whether or not the program would like to enter into a contractual agreement with the clinical facility.

If the facility is deemed acceptable the DCE forwards the Daemen College Clinical Affiliation Agreement to the clinical site Center Coordinator of Clinical Education (CCCE) for approval by their administration. If the clinical site requires their own affiliation agreement, it is forwarded by the CCCE to Daemen College's DCE. The DCE will review it for accuracy of information and then send it to Laurie Walsh, PT, Esq., a faculty member in the PT department for legal review. Once Ms. Walsh reviews the contract, and if she approves, it is sent to the VPAA of Daemen College for endorsement. If however, Ms. Walsh deems the contract in need of revision it is sent to Daemen College's counsel for input after which it is sent to all parties for approval.

Once the contracts are approved the clinical site is asked to complete a Clinical Site Information Form (CSIF) which provides important information regarding the site for the program and future students. The facility is then sent an annual survey requesting clinical placements as well as an updated clinical education program manual and certificate of insurance.

The DCE may choose to schedule a visit with the new clinical site either prior to the first student or during the first student's clinical internship to ensure a proper learning environment.

The DCE reviews the utilization of clinical site every three years to determine if the clinical site continues to be a quality learning experience that has been utilized by Daemen College students and if that is the case updated contracts are forwarded to the site.

CLINICAL FIELDWORK AGREEMENT

This Agreement is made this day 5th of **September, 2016**, by and between **DAEMEN COLLEGE**, with offices in Amherst, New York ("College") and **Facility ABC** (Clinical Site).

R E C I T A L S :

WHEREAS, the College offers a program in Physical Therapy leading to a degree of Doctor of Physical Therapy; and

WHEREAS, a requirement of the Physical Therapy program is that the student must participate in and successfully complete several clinical internships in order to graduate; and

WHEREAS, the Clinical Site has an interest in the development of qualified physical therapists and is willing to provide clinical experience and supervision of students enrolled in the College's Physical Therapy program.

NOW THEREFORE, the College and the Clinical Site agree as follows:

I. General.

A. The College will assign to the Clinical Site student(s) who are enrolled in the College's Physical Therapy program for a period of up to 12 weeks to fulfill the requirement of clinical internships as required by the program. The specific requirements and objectives of each clinical internship experience is contained in the Physical Therapy Program Manual, a copy of which is incorporated herein.

B. The Clinical Site agrees to accept the assigned students and provide them clinical experience that meets the specific requirements and objectives of the College's clinical internship curriculum.

C. The dates of each internship shall be mutually agreed upon by the parties.

D. That in implementing and enforcing this Agreement, neither the College nor the Clinical Site will discriminate against any student on the basis of sex, race, color, age, religion, national origin, marital status or disability.

E. The parties agree that the students who are assigned to a Clinical Site under this Agreement are not employees of the Clinical Site for any purpose, and are not entitled to any wages, employee benefits, or other compensation from the Clinical Site by virtue of their participation in this clinical program. It is understood that in no case shall participating students replace employees of the Clinical Site.

F. The College will designate an employee faculty member as the Academic Coordinator of Clinical Education ("Academic Coordinator").

G. The Clinical Site will designate one of its employees as the primary individual to work with the Academic Coordinator and have overall responsibility for the conduct of the clinical program ("Clinical Coordinator").

H. The Clinical Coordinator and therapists assigned by the Clinical Site with the responsibility of training and evaluating students under this Agreement shall be considered Adjunct Faculty of the College during the term of this Agreement, but are not employees of the College for any purpose or entitled to any remuneration from the College. Such individuals shall remain at all times employees or independent contractors of the Clinical Site.

I. There shall be no publication of any material relative to the clinical field work experience by either party, their employees, agents and students unless approved in advance for release by both the College and the Clinical Site. Neither party shall use the other's name or service mark which is reasonably likely to suggest that the parties are affiliated beyond this Agreement.

J. During training at the Clinical Site, students will be under the jurisdiction and supervision of Clinical Site officials for training purposes and will follow Clinical Site rules. Students will be expected to conduct themselves in a professional manner such that their attire and their appearance conform to the accepted standards of the Clinical Site.

II. Responsibility of College.

A. Develop, organize and implement the Physical Therapy program curriculum to meet the criteria of the New York State Education Department and essentials of the American Physical Therapy Association for an approved education program.

B. Assign to the Clinical Site only those students who have satisfactorily completed the prerequisite didactic portion of the curriculum.

C. Send the name and health status report of each student to the Clinical Site before the beginning of the clinical internship.

D. Maintain all student academic records.

E. Furnish the Clinical Coordinator with fieldwork assignments and such other records as may be necessary for an effective learning experience in the fieldwork setting.

F. Provide the Clinical Site with a Certificate of Insurance for \$2,000,000/\$4,000,000 of general and professional liability coverage for the College and the students assigned to the Clinical Site.

G. Require each student to carry health insurance covering accident and sickness and provide documentation of this coverage to the Clinical Site prior to the beginning of the internship.

H. Hold students responsible for adhering to time schedules, policies and procedures of the Clinical Site.

I. Respond promptly to inquiries, concerns or reasonable requests of the Clinical Coordinator.

J. Advise students to respect and preserve the confidential nature of all information relating to patients at the Clinical Site.

K. Notify the Clinical Site of any cancellation or change of assigned students as soon as the College is aware of such an occurrence.

L. Enforce the rules and regulations governing students that are mutually agreed upon by the College and the Clinical Site.

III. Responsibilities of the Clinical Site.

A. Provide supervised clinical experience for assigned students within the Clinical Site's scope of service, which will allow the most appropriate learning experience and the completion of assignments.

B. Provide experience, as feasible, in multidisciplinary team participation that would permit students to appreciate the role of other members of the health care team.

C. Provide emergency medical care for students as necessary. The usual and customary billing procedure will apply in such cases.

D. Provide a confidential area for student/supervisor conferences.

E. Notify the College of cancellation of space for students. Except in unusual circumstances, such cancellations should not occur within two months of the beginning of an assigned student's fieldwork.

F. Maintain complete records on each student's performance and provide an evaluation to the College on forms provided by the College immediately following the completion of the student's fieldwork and to discuss jointly with the College Coordinator any student problem arising during the course of the clinical experience. The Clinical Site has the right to dismiss any student whose condition or conduct jeopardizes the wellbeing of the patients/clients or employees of the Clinical Site after prior consultation with the College Coordinator.

G. Upon reasonable request, permit the inspection of the clinical facilities, services available for clinical experiences, student records and such other items pertaining to the program by the College or agencies charged with the responsibility for accreditation of the curriculum.

H. Clinical Site shall not assign, transfer, or contract for the furnishing of services to be performed under this Agreement without the written approval of the College.

I. Notwithstanding any other provision of this Agreement, the Clinical Site remains responsible for ensuring that any service provided pursuant to this Agreement complies with all pertinent provisions of Federal, State and local statutes, rules and regulations.

IV. **Governing Law.**

This Agreement shall be governed by and construed under the laws of the State of New York, which shall be the forum for any lawsuit arising from or incident to this Agreement.

V. **Severability.**

In the event one or more clauses of this Agreement are declared illegal, void or unenforceable, that shall not affect the validity of the remaining portions of this Agreement.

VI. **Waiver.**

The failure of either party to exercise any of its rights under this Agreement for a breach thereof shall not be deemed to be a waiver of such rights, and no waiver by either party, whether written or oral, express or implied, of any rights under or arising from the Agreement shall be binding on any subsequent occasion; and no concession by either party shall be treated as an implied modification of the Agreement unless specifically agreed in writing.

VII. **Term of Agreement.**

A. This Agreement shall be effective when executed by both parties for a period of 3 year(s) and may be renewed for additional terms upon the exchange of a simple letter agreement signed by both parties referencing this Agreement.

B. Either party shall have the right to terminate this Agreement upon three (3) months written notice to the other; however, said termination shall not occur at a time when a student remains engaged in the clinical education experience at the Clinical Site.

DATED: _____

DATED: _____

DAEMEN COLLEGE

CLINICAL SITE NAME

By _____

BY _____

Adjunct Faculty Member/Clinical Instructor Library Database Information Form

As one of the privileges of an Adjunct Faculty member you are entitled to access library database searches through the Daemen College Library website. This added benefit will assist you in bringing into your clinic the “Evidence Based Practice” that is crucial in the field of Physical Therapy today. The databases available through the Daemen Library cover a wide range of topics and many articles can be viewed as “full text”.

The process to become an adjunct faculty member is simple. You need to send a copy of your resume along with this completed form to Theresa Kolodziej, the DCE at Daemen College. Once your paperwork is received and processed we will establish a library account for you and send you a confirmation letter and instructions on how to access the databases through the web site.

If you have any questions about this process please do not hesitate to contact my office at 716-839-8412 or via e-mail: tkolodzi@daemen.edu

Adjunct Faculty Member/Clinical Instructor Name _____

Address (include state and zip)_____

Name of Employer _____

*Choose a unique five digit number to be used as your password _____
(please write down this number somewhere so that you will remember it in the future)

Please mail this completed form and a copy of your resume to:
Theresa A. Kolodziej, PT, DPT, MS
Daemen College
4380 Main Street
Box # 89
Amherst, NY 14226



DAEMEN COLLEGE

STUDENT AFFILIATE PROFILE

Student name: Last, First Middle
 Permanent address: Street
 City State Zip Code
 Present phone number Phone Number

Person to notify in case of emergency: Last, First Middle
 Address: Street
 City State Zip Code
 Phone number Phone Number

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

Previous education (undergraduate and graduate):

Full time clinical affiliations (please list specialty and # of weeks):

Previous work experience related to physical therapy:

Unrelated to physical therapy:

Areas of special interest:

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

What are your specific objectives for this clinical experience?

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

What clinical skills would you like to upgrade?

How often do you prefer meetings with your clinical supervisor?

☐ daily ☐ weekly ☐ scheduled as needed ☐ impromptu

How much outside reading and preparation for evaluation, treatment and progress do you expect to do?

☐ none ☐ 3 or more hours per week
☐ during working hours
☐ 1-2 hours per evening ☐ other; please explain:

How do you learn best?

**PHYSICAL THERAPIST STUDENT
EVALUATION:**

**CLINICAL EXPERIENCE
AND
CLINICAL INSTRUCTION**

June 12, 2003



**American Physical Therapy Association
Department of Physical Therapy Education
1111 North Fairfax Street
Alexandria, Virginia 22314**

PREAMBLE

The purpose of developing this tool was in response to academic and clinical educators' requests to provide a voluntary, consistent and uniform approach for students to evaluate clinical education as well as the overall clinical experience. Questions included in this draft tool were derived from the many existing tools already in use by physical therapy programs for students to evaluate the quality of the clinical learning experience and clinical instructors (CIs), as well as academic preparation for the specific learning experience. The development of this tool was based on key assumptions for the purpose, need for, and intent of this tool. These key assumptions are described in detail below. This tool consists of two sections that can be used together or separately: Section 1-Physical therapist student assessment of the clinical experience and Section 2-Physical therapist student assessment of clinical instruction. Central to the development of this tool was an assumption that students should actively engage in their learning experiences by providing candid feedback, both formative and summative, about the learning experience and with summative feedback offered at both midterm and final evaluations. One of the benefits of completing Section 2 at midterm is to provide the CI and the student with an opportunity to modify the learning experience by making midcourse corrections.

Key Assumptions

- The tool is intended to provide the student's assessment of the quality of the clinical learning experience and the quality of clinical instruction for the specific learning experience.
- The tool allows students to objectively comment on the quality and richness of the learning experience and to provide information that would be helpful to other students, adequacy of their preparation for the specific learning experience, and effectiveness of the clinical educator(s).
- The tool is formatted in Section 2 to allow student feedback to be provided to the CI(s) at both midterm and final evaluations. This will encourage students to share their learning needs and expectations during the clinical experience, thereby allowing for program modification on the part of the CI and the student.
- Sections 1 and 2 are to be returned to the academic program for review at the conclusion of the clinical experience. Section 1 may be made available to future students to acquaint them with the learning experiences at the clinical facility. Section 2 will remain confidential and the academic program will not share this information with other students.
- The tools meet the needs of the physical therapist (PT) and physical therapist assistant (PTA) academic and clinical communities and where appropriate, distinctions are made in the tools to reflect differences in PT scope of practice and PTA scope of work.
- The student evaluation tool should not serve as the sole entity for making judgments about the quality of the clinical learning experience. This tool should be considered as part of a systematic collection of data that might include reflective student journals, self-assessments provided by clinical education sites, Center Coordinators of Clinical Education (CCCEs), and CIs based on the Guidelines for Clinical Education, ongoing communications and site visits, student performance evaluations, student planning worksheets, Clinical Site Information Form (CSIF), program outcomes, and other sources of information.

Acknowledgement

We would like to acknowledge the collaborative effort between the Clinical Education Special Interest Group (SIG) of the Education Section and APTA's Education Department in completing this project. We are especially indebted to those individuals from the Clinical Education SIG who willingly volunteered their time to develop and refine these tools. Comments and feedback provided by academic and clinical faculty, clinical educators, and students on several draft versions of this document were instrumental in developing, shaping, and refining the tools. Our gratitude goes out to all of those individuals and groups who willingly gave their time and expertise to work toward a common voluntary PT and PTA Student Evaluation Tool of the Clinical Experience and Clinical Instruction.

Ad Hoc Group Members: Jackie Crossen-Sills, PT, MS, Nancy Erikson, PT, MS, GCS, Peggy Gleeson, PT, PhD, Deborah Ingram, PT, EdD, Corrie Odom, PT, DPT, ATC, and Karen O'Loughlin, PT, MA

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GENERAL INFORMATION AND SIGNATURESGeneral Information

Student Name _____

Academic Institution _____

Name of Clinical Education Site _____

Address _____ City _____ State _____

Clinical Experience Number _____ Clinical Experience Dates _____

Signatures

I have reviewed information contained in this physical therapist student evaluation of the clinical education experience and of clinical instruction. I recognize that the information below is being collected to facilitate accreditation requirements for clinical instructor qualifications for students supervised in this academic program. I understand that my personal information will not be available to students in our program files.

Student Name (Provide signature)_____
Date_____
Primary Clinical Instructor Name (Print name)_____
Date_____
Primary Clinical Instructor Name (Provide signature)

Entry-level PT degree earned _____
 Highest degree earned _____ Degree area _____
 Years experience as a CI _____
 Years experience as a clinician _____
 Areas of expertise _____
 Clinical Certification, specify area _____
 APTA Credentialed CI ☐ Yes ☐ No
 Other CI Credential _____ State ☐ Yes ☐ No
 Professional organization memberships ☐ APTA ☐ Other _____

Additional Clinical Instructor Name (Print name)_____
Date_____
Additional Clinical Instructor Name (Provide signature)

Entry-level PT degree earned _____
 Highest degree earned _____ Degree area _____
 Years experience as a CI _____
 Years experience as a clinician _____
 Areas of expertise _____
 Clinical Certification, specify area _____
 APTA Credentialed CI ☐ Yes ☐ No
 Other CI Credential _____ State ☐ Yes ☐ No
 Professional organization memberships ☐ APTA ☐ Other _____

SECTION 1: PT STUDENT ASSESSMENT OF THE CLINICAL EXPERIENCE

Information found in Section 1 may be available to program faculty and students to familiarize them with the learning experiences at this clinical facility.

- Name of Clinical Education Site _____
Address _____ City _____ State _____
- Clinical Experience Number _____
- Specify the number of weeks for each applicable clinical experience/rotation.

_____ Acute Care/Inpatient Hospital Facility	_____ Private Practice
_____ Ambulatory Care/Outpatient	_____ Rehabilitation/Sub-acute Rehabilitation
_____ ECF/Nursing Home/SNF	_____ School/Preschool Program
_____ Federal/State/County Health	_____ Wellness/Prevention/Fitness Program
_____ Industrial/Occupational Health Facility	_____ Other _____

Orientation

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

Patient/Client Management and the Practice Environment

For questions 7, 8, and 9, use the following 4-point rating scale:

1 = Never 2 = Rarely 3 = Occasionally 4 = Often

- During this clinical experience, describe the frequency of time spent in each of the following areas. Rate all items in the shaded columns using the above 4-point scale.

Diversity Of Case Mix	Rating	Patient Lifespan	Rating	Continuum Of Care	Rating
Musculoskeletal		0-12 years		Critical care, ICU, Acute	
Neuromuscular		13-21 years		SNF/ECF/Sub-acute	
Cardiopulmonary		22-65 years		Rehabilitation	
Integumentary		over 65 years		Ambulatory/Outpatient	
Other (GI, GU, Renal, Metabolic, Endocrine)				Home Health/Hospice	
				Wellness/Fitness/Industry	

- During this clinical experience, describe the frequency of time spent in providing the following components of care from the patient/client management model of the *Guide to Physical Therapist Practice*. Rate all items in the shaded columns using the above 4-point scale.

Components Of Care	Rating	Components Of Care	Rating
Examination		Diagnosis	
• Screening		Prognosis	
• History taking		Plan of Care	
• Systems review		Interventions	
• Tests and measures		Outcomes Assessment	
Evaluation			

9. During this experience, how frequently did staff (ie, CI, CCCE, and clinicians) maintain an environment conducive to professional practice and growth? Rate all items in the shaded columns using the 4-point scale on page 4.

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

10. What suggestions, relative to the items in question #9, could you offer to improve the environment for professional practice and growth? _____

Clinical Experience

11. Were there other students at this clinical facility during your clinical experience? (Check all that apply):
- ☐ Physical therapist students
 - ☐ Physical therapist assistant students
 - ☐ from other disciplines or service departments (Please specify _____)
12. Identify the ratio of students to CIs for your clinical experience:
- ☐ 1 student to 1 CI
 - ☐ 1 student to greater than 1 CI
 - ☐ 1 CI to greater than 1 student; Describe _____
13. How did the clinical supervision ratio in Question #12 influence your learning experience? _____
14. In addition to patient/client management, what other learning experiences did you participate in during this clinical experience? (Check all that apply)
- ☐ Attended in-services/educational programs
 - ☐ Presented an in-service
 - ☐ Attended special clinics
 - ☐ Attended team meetings/conferences/grand rounds
 - ☐ Directed and supervised physical therapist assistants and other support personnel
 - ☐ Observed surgery
 - ☐ Participated in administrative and business practice management
 - ☐ Participated in collaborative treatment with other disciplines to provide patient/client care (please specify disciplines) _____
 - ☐ Participated in opportunities to provide consultation
 - ☐ Participated in service learning
 - ☐ Participated in wellness/health promotion/screening programs
 - ☐ Performed systematic data collection as part of an investigative study
 - ☐ Other; Please specify _____
15. Please provide any logistical suggestions for this location that may be helpful to students in the future. Include costs, names of resources, housing, food, parking, etc. _____

Overall Summary Appraisal

16. Overall, how would you assess this clinical experience? (Check only one)

- ☐ Excellent clinical learning experience; would not hesitate to recommend this clinical education site to another student.
- ☐ Time well spent; would recommend this clinical education site to another student.
- ☐ Some good learning experiences; student program needs further development.
- ☐ Student clinical education program is not adequately developed at this time.

17. What specific qualities or skills do you believe a physical therapist student should have to function successfully at this clinical education site? _____
18. If, during this clinical education experience, you were exposed to content not included in your previous physical therapist academic preparation, describe those subject areas not addressed.

19. What suggestions would you offer to future physical therapist students to improve this clinical education experience? _____
20. What do you believe were the strengths of your physical therapist academic preparation and/or coursework for *this clinical experience*? _____
21. What curricular suggestions do you have that would have prepared you better for *this clinical experience*? _____

SECTION 2: PT STUDENT ASSESSMENT OF CLINICAL INSTRUCTION

Information found in this section is to be shared between the student and the clinical instructor(s) at midterm and final evaluations. Additional copies of Section 2 should be made when there are multiple CIs supervising the student. Information contained in Section 2 is confidential and will not be shared by the academic program with other students.

Assessment of Clinical Instruction

22. Using the scale (1 - 5) below, rate how clinical instruction was provided during this clinical experience at both midterm and final evaluations (shaded columns).

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

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

23. Was your CI'(s) evaluation of your level of performance in agreement with your self-assessment?

Midterm Evaluation ☐ Yes ☐ No Final Evaluation ☐ Yes ☐ No

24. If there were inconsistencies, how were they discussed and managed?
Midterm Evaluation _____
Final Evaluation _____
25. What did your CI(s) do well to contribute to your learning?
Midterm Comments _____
Final Comments _____
26. What, if anything, could your CI(s) and/or other staff have done differently to contribute to your learning?
Midterm Comments _____
Final Comments _____

Thank you for sharing and discussing candid feedback with your CI(s) so that any necessary midcourse corrections can be made to modify and further enhance your learning experience.

APTA Self Evaluation of Clinical Instructor

Daemen College Clinical Instructor Evaluation provided by a Supervisor/ CCCE or as a Self-Assessment

Clinical Instructor Name _____ Clinical Site _____
 Supervisor Name (if evaluating) _____ Date _____

This form is designed to provide Daemen College's Physical Therapy Program with more information about the Clinical Instructors that provide instruction and supervision for our DPT students. This information is also necessary for compliance with the Commission on Accreditation in Physical Therapy Education (CAPTE) criteria for physical therapy programs. The form will ask you to evaluate the abilities of the Clinical Instructor in the areas of clinical competence and clinical teaching. All information will remain confidential.

Area of Clinical Competence and Legal/Ethical

1.) Does the CI have a minimum of one year of clinical experience prior to serving as a CI?

☐ Yes ☐ No

Comments:

2.) Does the CI demonstrate a desire to work with students by pursuing learning experiences to develop knowledge and skills in clinical teaching?

☐ Yes ☐ No

Comments:

3.) Is the CI competent? Does the CI demonstrate a systematic approach to patient/client care using the patient/client management model described in the Guide to Physical Therapist Practice?

☐ Yes ☐ No

Comments:

4.) Does the CI demonstrate effective time-management skills? ☐ Yes ☐ No

Comments:

5.) Does the CI hold a valid license, registration, or certification as required by the state in which the individual provides physical therapy practice? ☐ Yes ☐ No

Comments:

6.) Does the CI provide physical therapy services that are consistent with the respective state practice act and interpretive rules and regulations?

☐ Yes ☐ No

Comments:

7.) Does the CI provide physical therapy services ethically as outlined by the clinical education site policy and the APTA Code of Ethics?

☐ Yes ☐ No

Comments:

Area of Communication Skills

8.) Does the CI collaborate with the student to develop mutually agreed-on goals and objectives for the clinical education experience?

☐ Yes ☐ No

Comments:

9.) Does the CI provide feedback to the students? ☐ Yes ☐ No

Comments:

10.) Does the CI demonstrate skill in active listening? ☐ Yes ☐ No

Comments:

Area of Interpersonal Relationships

11.) Does the CI model behavior and conduct, and instructional and supervisory skills that are expected of the physical therapist and demonstrate an awareness of the impact of this role modeling on students?

☐ Yes ☐ No

Comments:

12.) Does the CI demonstrate respect for the sensitivity to individual and cultural differences?

☐ Yes ☐ No

Comments:

13.) Is the CI willing to share his or her strengths and weaknesses with the student?

☐ Yes ☐ No

Comments:

Area of Instructional Skills

14.) Does the CI collaborate with students to plan the learning experiences?

☐ Yes ☐ No

Comments:

15.) Does the CI demonstrate knowledge of the student's academic curriculum, level of didactic preparation, current level of performance, and goals of the clinical education experience?

☐ Yes ☐ No

Comments:

16.) Does the CI integrate knowledge of various learning styles to implement strategies that accommodate students' needs?

☐ Yes ☐ No

Comments:

17.) Does the CI sequence learning experiences to promote progression of the students' personal and educational goals?

☐ Yes ☐ No

Comments:

Area of Supervisory Skills

18.) Does the CI supervise the student in the clinical environment by clarifying goals, objectives, and expectations?

☐ Yes ☐ No

Comments:

19.) Does the CI provide student feedback both formally and informally?

☐ Yes ☐ No

Comments:

20.) Does the CI perform constructive and cumulative evaluations of the students' performance?

☐ Yes ☐ No

Comments:

Area of Performance Evaluation Skills

21.) Does the CI articulate observations of students' knowledge, skills, and behavior as related to specific student performance criteria?

☐ Yes ☐ No

Comments:

22.) Does the CI demonstrate awareness of the relationship between the academic program and the clinical education site concerning student performance evaluations, grading, remedial activities, and due process in the case of student failure?

☐ Yes ☐ No

Comments:

23.) Does the CI demonstrate a constructive approach to student performance evaluation that is educational, objective, and reflective and engages students in self-assessment as part of the performance evaluation process?

☐ Yes ☐ No

Comments:

Daemen College Physical Therapy Faculty Assessment of On-Site Visit

Name of Clinic _____

Date of Visit _____

Faculty Member _____

Clinician(s) _____

Grading scale

1- unacceptable 2 – poor 3 – fair 4 – good 5 - excellent

Please rate the following issues regarding the clinical instructor :

- | | | | | | |
|---|---|---|---|-----|----|
| 1.) Clinician's ability to address issues pertinent to the student. | 1 | 2 | 3 | 4 | 5 |
| 2.) Clinician's ability to address issues relative to the academic program. | 1 | 2 | 3 | 4 | 5 |
| 3.) Clinician's ability to establish a rapport with the student. | 1 | 2 | 3 | 4 | 5 |
| 4.) Clinician's expertise in their field of practice. | 1 | 2 | 3 | 4 | 5 |
| a.) Is the clinician a first time instructor? | | | | yes | no |
| b.) Is clinician a credentialed clinical instructor? | | | | yes | no |

Please describe the following issues relative to the clinical site:

Number of staff members (PTs, PTAs, ATCs, aides, etc.)

Unique Programs at the facility (aquatics, vestibular, easy street, ...)

Methods of treatment (co-treat with OT, bedside treatments, ...)

Specific student interest items (inservices, surgery observation, ...)

Patient Population (TBI, CVA, Amputee, Athletes, ...)

Overall Assessment of the Clinical Experience (very challenging, indepth inservice presentation,...)

**Daemen College Clinical Education
Student Internship phone call/clinic visit feedback form**

Student name: _____ Date: _____
 Facility Name: _____
 Clinical Instructor Name: _____
 Faculty Member Name: _____

During your phone or clinical site visit conversation with the student's clinical instructor please rate the student's abilities to perform effectively in each of the following areas utilizing a scale of 1 to 10, where 1 is unacceptable behavior and 10 is outstanding professional behavior.

Professional Practice Expectations

1.) Practices in a safe manner consistent with the professional code of ethics.

1 2 3 4 5 6 7 8 9 10
 Comments:

2.) Exhibits caring, compassion, and empathy in providing services to patients/clients.

1 2 3 4 5 6 7 8 9 10
 Comments:

3.) Expressively and receptively communicates in a culturally competent manner with patients/ clients, family members and other providers.

1 2 3 4 5 6 7 8 9 10
 Comments:

4.) Consistently integrates the best evidence for practice from sources of information with clinical judgment and patient/client values to determine the best care for the patient/client.

1 2 3 4 5 6 7 8 9 10
 Comments:

5.) Effectively educates others using culturally appropriate teaching methods that are commensurate with the needs of the learner.

1 2 3 4 5 6 7 8 9 10

Comments:

Patient/Client Management Expectations

6.) Examines patients/clients by obtaining a history, performing systems review and tests and measurements.

1 2 3 4 5 6 7 8 9 10

Comments:

7.) Evaluates data from the examination to make clinical judgments regarding patients/clients and determines the appropriate diagnosis.

1 2 3 4 5 6 7 8 9 10

Comments:

8.) Establishes a prognosis and plan of care that is safe, effective, and patient/client centered.

1 2 3 4 5 6 7 8 9 10

Comments:

9.) Provides physical therapy interventions to achieve patient/client goals and outcomes.

1 2 3 4 5 6 7 8 9 10

Comments:

10.) Completes documentation that follows professional guidelines.

1 2 3 4 5 6 7 8 9 10

Comments:

Practice Management Expectations

11.) Directs and supervises human resources to meet the patients/clients goals and expected outcomes.

1 2 3 4 5 6 7 8 9 10

Comments:

12.) Provides consultation within boundaries of expertise to businesses, schools and other organizations or individuals.

1 2 3 4 5 6 7 8 9 10

Comments:

13.) Advocates for the health and wellness of the society.

1 2 3 4 5 6 7 8 9 10

Comments:

During your conversation with the student please provide answers to the following questions:

Does the Clinical Instructor demonstrate a desire to work with students?

Does the Clinical Instructor provide feedback to the student both formally and informally?

Does the Clinical Instructor provide time and a place for on-going dialogue to occur?

Is the Clinical Instructor approachable and available to the student?

Is the Clinical Instructor able to share their knowledge and expertise with the student through different learning activities?

Does the Clinical Instructor collaborate with the student to plan the learning experiences?

Does the Clinical Instructor incorporate or consider evidence based approaches in examination and intervention?

Does the Clinical Instructor demonstrate a constructive approach to student performance evaluation that is educational, objective and reflective and engages student self-assessment?

Describe the types of patients/clients diagnoses the student has worked with:

Any new procedures or skills they have learned or practiced?

Any other clinical experiences observed (i.e. surgery, other disciplines...)?

Is the student progressing towards the clinical internship goals the student established?

Would the student recommend this clinical site for future students?

Other comments:

Policy regarding physical examinations and health forms

Each student will undergo a physical examination before each clinical experience and must supply their clinical site with a copy at least 2 months prior to the start date, unless the clinical has other requirements. A copy must be sent to the Daemen College Health Office for review prior to the beginning of the clinical experience. The health form is available through the Daemen College Health Office. A copy is furnished here for your review.

DAEMEN

STUDENT'S REPORT OF MEDICAL HISTORY COMPLETE THIS BEFORE GOING TO YOUR HEALTH CARE PROVIDER FOR EXAMINATION

NAME _____
(PRINT) Last First Middle

DATE OF BIRTH _____ SOCIAL SECURITY NUMBER: _____

SEX: ☐ MALE ☐ FEMALE MARITAL STATUS: ☐ MARRIED ☐ SINGLE ☐ OTHER

HOME ADDRESS _____
Number and Street City or Town State Zip Code

Home Telephone Number with Area Code _____ Cell Phone Number with Area Code _____

PERSON TO BE NOTIFIED IN EMERGENCY _____
Name and Relationship

Home Telephone with Area Code _____ Business Telephone with Area Code _____

HEALTH CARE PROVIDER _____
Name Telephone Number with Area Code

ADDRESS _____
Number, Street, City, State, and Zip

MANDATORY Health Insurance Information:

NAME OF INSURANCE CARRIER: _____

POLICY #: _____ ID#: _____ GROUP #: _____

FAMILY HISTORY

Have any of your relatives ever had any of the following?

	AGE	STATUS OF HEALTH	OCCUPATION	AGE AT DEATH	CAUSE OF DEATH
1. Father					
2. Mother					
3. Brothers					
4. Sisters					

	YES	NO	RELATIONSHIP
5. Tuberculosis			
6. Diabetes			
7. Kidney Disease			
8. Heart Disease			
9. High Blood Pressure			
10. Arthritis			
11. Stomach Disease			
12. Asthma, Hay Fever			
13. Epilepsy Convulsions			
14. Cancer			

PERSONAL HISTORY – Please answer all questions.

	YES	NO
15. Scarlet Fever		
16. Measles		
17. German Measles		
18. Mumps		
19. Chicken Pox		
20. Mononucleosis		
21. Malaria		
22. Eye Trouble		
23. Ear, Nose, Throat Trouble		
24. Sinusitis		
25. Hearing Difficulty		
26. Speech Difficulty		
27. Do you use a wheelchair or crutches?		
28. Diabetes		

	YES	NO
29. Insomnia		
30. Chronic Anxiety		
31. Chronic Depression		
32. Worry or Nervousness		
33. Recurrent Headaches		
34. Recurrent Colds		
35. Allergies (specify)		
Penicillin		
Other Drugs		
36. Hay Fever, Asthma		
37. Chronic Cough		
38. Rheumatic Fever or Heart Murmur		
39. Pain/Pressure in Chest		
40. Palpitation (Heart)		

	YES	NO
41. Shortness of Breath		
42. High Blood Pressure		
43. Dizziness or Fainting		
44. Convulsions or Epilepsy		
45. Weakness, Paralysis		
46. Arthritis, Rheumatism, Joint Trouble		
47. Back Problems		
48. Stomach or Intestinal Trouble		
49. Gallbladder Trouble		
50. Jaundice or Hepatitis		
51. Recurrent Diarrhea		

	YES	NO
52. Surgery (list below with dates)		
53. Head Injury with Unconsciousness		
54. Rupture, Hernia		
55. Recent Gain or Loss of Weight		
56. Tuberculosis		
57. Sexually Transmitted Disease		
58. Albumin in Urine		
Sugar in Urine		
59. Frequent Urination		
FEMALES ONLY		
60. Irregular Periods		
61. Severe Cramps		
62. Excessive Flow		

	YES	NO
A. Has your physical activity been restricted or your education interrupted for medical reasons during the past five years? (Give reasons and dates.)		
B. Have you had difficulty with school, studies, or teachers? (Give details.)		
C. Have you received treatment or counseling for a nervous condition, personality or character disorder, or emotional problem? (Give details.)		
D. Have you had any illness or injury or been hospitalized other than already noted? (Give details.)		
E. Have you consulted or been treated by clinics, physicians, healers, or other practitioners within the past five years (other than routine checkups)? (Give details.)		
F. Have you been rejected for or discharged from military service because of physical, emotional, or other reasons? (If so, give reasons.)		
G. Do you have the absence of any paired organ (eye, ear, kidney, etc.)?		
H. Are you currently taking any medication? (Please list)		

REMARKS OR ADDITIONAL INFORMATION

Student's Signature _____ Date _____

Health Care Provider's Signature (Acknowledging Review) _____

HEALTH CARE PROVIDER'S REPORT OF HEALTH EVALUATION

PART II – PHYSICAL EXAMINATION

Student's Name _____

Date of Birth _____

1. Height _____ 2. Weight _____ 3. Blood Pressure _____ / _____ 4. Pulse _____

5. Vision Right 20/ _____ corrected to 20/ _____

Left 20/ _____ corrected to 20/ _____

DESCRIBE ANY ABNORMALITIES OF THE FOLLOWING SYSTEMS IN THE SPACE BELOW.

	NORMAL	ABNORMAL
6. Head, Ears, Nose, or Throat		
7. Eyes (Ophthalmoscopic)		
8. Hearing		
9. Neck – Thyroid		
10. Respiratory		
11. Cardiovascular		
12. Gastrointestinal		

	NORMAL	ABNORMAL
13. Skin		
14. Genitourinary (including Hemis)		
15. Musculoskeletal		
16. Metabolic/Endocrine		
17. Neurological		
18. Psychiatric		

	Yes	No
19. To the best of your knowledge, is this person free from physical or mental impairments including alcohol or drug dependency?		
20. To the best of your knowledge, is this person free from communicable diseases that could jeopardize the health of patients or classmates?		
21. Are there any restrictions of physical activity indicated by your examination? Comment below.		
22. Is the patient now under treatment for any medical or emotional condition? Comment below.		
23. Do you have any recommendations regarding the care of this student? Comment below.		
24. Is the person capable of performing the work assigned to him/her in the practice setting as a PA/PT/Nurse or AT student?		
25. How long and in what capacity have you known this student?		

Comments: _____

PART III – IMMUNIZATIONS

MMR 1 _____ MMR 2 _____ OR DATES: _____

26. Measles: ☐ 2 doses vaccine _____
or ☐ pos. serologic test (attach lab report) _____

27. Mumps: ☐ mumps vaccine _____
or ☐ pos. serologic test (attach lab report) _____

28. Rubella: ☐ rubella vaccine _____
or ☐ pos. serologic test (attach lab report) _____

29. Varicella: ☐ 2 vaccines _____ 2 _____
or ☐ proof of disease _____
or ☐ pos. serologic test (attach lab report) _____

30. PPD within 1 year mandatory.
Results to be read within 72 hours
(IF TEST IS POSITIVE, CHEST X-RAY IS
REQUIRED). See #31. _____
(Date Administered) _____
(Date Read) _____
POS _____ mm. NEG _____ mm.

31. Chest X-ray _____ Date _____
(NEEDED ONLY IF PPD RESULT IS POSITIVE)
(Please attach a copy of the report) Result _____

32. TB _____ Date _____
or TDAP _____ Date _____

33. Hepatitis B
1st Dose _____ Date _____
2nd Dose _____ Date _____
3rd Dose _____ Date _____

34. Positive Hep B titer _____ Date _____

35. Flu Vaccine _____ Date _____

I verify by my signature that the student I have examined is able to meet the Technical Standards for successful completion of the Daemen College Athletic Training Education/Nursing PA or PT Program. My signature also verifies that I have reviewed the student's immunization records.

Signed _____, Title _____

Name _____

(PRINT)

Address _____

Zip _____

Tel. No. (Include area code) () _____

Date of Examination _____

WHEN COMPLETED, MAIL DIRECTLY TO:

Health Services Office – M.B. #104
Daemen College
4380 Main Street
Amherst, New York 14226-3592
(716) 839-8446
FAX (716) 839-8230

(form reported history Nov. 6/2014)

Policy regarding Malpractice Insurance

Each student will have purchased Malpractice Insurance through the business office before his/her clinical internship, the fee is included in their clinical internship registration. A sample copy is furnished here for your review.



CERTIFICATE OF LIABILITY INSURANCE

OP ID: ALH

DATE (MM/DD/YYYY)

09/07/12

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER M & T Insurance Agency, Inc. 285 Delaware Avenue, Ste 4000 Buffalo, NY 14202 Bill Larkin		716-853-7960 716-651-4290	CONTACT NAME: Robin Madej PHONE (A/C, No, Ext): 716-651-4228 FAX (A/C, No): 716-651-4290 E-MAIL ADDRESS: rmadej@mandtinsurance.com PRODUCER CUSTOMER ID #: DAEME-1												
INSURED Daemen College Attn: Michael Looker 4380 Main Street Snyder, NY 14226		INSURER(S) AFFORDING COVERAGE <table border="1"> <tr> <td>INSURER A : Prop & Cas Ins Co of Hartford</td> <td>NAIC # 34690</td> </tr> <tr> <td>INSURER B : National Fire Ins. Co</td> <td></td> </tr> <tr> <td>INSURER C : Hartford Casualty Ins. Co.</td> <td>29424</td> </tr> <tr> <td>INSURER D : National Fire & Marine Ins. Co</td> <td>20079</td> </tr> <tr> <td>INSURER E :</td> <td></td> </tr> <tr> <td>INSURER F :</td> <td></td> </tr> </table>		INSURER A : Prop & Cas Ins Co of Hartford	NAIC # 34690	INSURER B : National Fire Ins. Co		INSURER C : Hartford Casualty Ins. Co.	29424	INSURER D : National Fire & Marine Ins. Co	20079	INSURER E :		INSURER F :	
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INSURER D : National Fire & Marine Ins. Co	20079														
INSURER E :															
INSURER F :															

COVERAGES		CERTIFICATE NUMBER:		REVISION NUMBER:		
THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.						
INSR LTR	TYPE OF INSURANCE	ADDL SUBR INSR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	<input checked="" type="checkbox"/> GENERAL LIABILITY <input type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR <input checked="" type="checkbox"/> Liquor Liability GEN'L AGGREGATE LIMIT APPLIES PER: <input type="checkbox"/> POLICY <input type="checkbox"/> PROJECT <input type="checkbox"/> LOC		01UUNGE4898	05/31/12	05/31/13	EACH OCCURRENCE \$ 1,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 300,000 MED EXP (Any one person) \$ 10,000 PERSONAL & ADV INJURY \$ 1,000,000 GENERAL AGGREGATE \$ 2,000,000 PRODUCTS - COMPI/OP AGG \$ 2,000,000 Emp Ben. \$ 1,000,000
	AUTOMOBILE LIABILITY <input type="checkbox"/> ANY AUTO <input type="checkbox"/> ALL OWNED AUTOS <input type="checkbox"/> SCHEDULED AUTOS <input type="checkbox"/> HIRED AUTOS <input type="checkbox"/> NON-OWNED AUTOS					COMBINED SINGLE LIMIT (Ea accident) \$ BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$ \$ \$
C	<input checked="" type="checkbox"/> UMBRELLA LIAB <input checked="" type="checkbox"/> OCCUR <input type="checkbox"/> EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE DEDUCTIBLE <input checked="" type="checkbox"/> RETENTION \$ 10,000		01HHUGE3814	05/31/12	05/31/13	EACH OCCURRENCE \$ 10,000,000 AGGREGATE \$ 10,000,000 \$ \$
	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below	Y/N <input type="checkbox"/> N/A				WC STATUS E.L. EACH ACCIDENT \$ E.L. DISEASE - EA EMPLOYEE \$ E.L. DISEASE - POLICY LIMIT \$
D	Stud Prof Liab		127262480	06/01/12	06/01/13	Occurrence 2,000,000
B	PA Prof Liability		N100271 *SEE LIMITS BELOW	06/01/12	06/01/13	Aggregate 5,000,000
DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (Attach ACORD 101, Additional Remarks Schedule, if more space is required) *Student Professional-Physician's Assistants \$1,000,000 Occ./\$6,000,000 Agg Student Professional Coverage is provided for the students of Daemen College: Physical Therapy, Nursing, Social Work, Psychiatric Rehabilitation Therapy, Athletic Training and Physician's Assistant Programs.						

CERTIFICATE HOLDER	CANCELLATION
	SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.
	AUTHORIZED REPRESENTATIVE

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Getting Started With the APTA Learning Center For PT CPI Course Participants

APTA Members/Current or Former APTA Customers

1. Login to www.apta.org

- Enter your username and password and select "click here to continue:" (<http://www.apta.org/APTALogin.aspx>)
- Under <http://www.apta.org/myAPTA> make note of the email address associated with your apta.org account you will need to use the same address to verify your training completion in PT CPI Web.

2. **Important!** It is essential that you do not purchase or register for courses in the APTA Learning Center using more than one account number. If you've forgotten your password or were at one time an APTA member, [click here](#) to have it emailed to you OR contact 800/999-2782, ext 3395 for assistance.

3. Set up your computer

- Enable pop-ups for <http://www.apta.org> and <http://learningcenter.apta.org>. (Make sure pop-ups are enabled both in your Internet browser and in your Google/Yahoo/AOL toolbar, if installed. Learn how: <http://learningcenter.apta.org/omt.aspx#q1>).

4. "Purchase" the free PT CPI online course

- To access the PT CPI online course, go to: http://learningcenter.apta.org/free_membercourses.aspx (this is the "Free Member" course catalog, accessible from the public course catalog) in the APTA Learning Center, then "purchase" the free course through the online shopping cart.

5. Take the PT CPI online course

- After purchasing the course, go to **My Courses** http://learningcenter.apta.org/My_Courses.aspx within the APTA Learning Center.

6. Print CEU certificate

- Claim credit and print your 0.2 CEU certificate through My Courses http://learningcenter.apta.org/My_Courses.aspx at the APTA Learning Center.

7. Access the PT CPI Web site

- To access PT CPI Web 2.0, please click: <https://cpi2.amsapps.com>.

The academic program with whom you affiliate can provide you with your username (the email address provided to them). If you do not have a password, you will need to use the 'I forgot or do not have a password' link to establish a password. *The password to login to PT CPI Web 2.0 is NOT the same as the password used to login to the APTA Web site.*

New Customers/Never Been an APTA Member

1. Create an account at www.apta.org

- Register at **apta.org**: <http://www.apta.org/APTALogin.aspx>. Complete the required information and write down your username and password.
- *Please make a note of the e-mail address that you use when completing this registration information as you will need to use the same email address to verify your training completion in PT CPI Web.*

2. Set up your computer

- Enable pop-ups for <http://www.apta.org> and <http://learningcenter.apta.org>. (Make sure pop-ups are enabled both in your Internet browser and in your Google/Yahoo/AOL toolbar, if installed. Learn how: <http://learningcenter.apta.org/omt.aspx#q1>).
- **Important!** You are now ready to purchase the free online course.

3. "Purchase" the free PT CPI online course

- To access the PT CPI online course, go to: http://learningcenter.apta.org/free_membercourses.aspx (this is the "Free member" course catalog, accessible from the public course catalog) in the APTA Learning Center, then "purchase" the free course through the online shopping cart.

4. Take the PT CPI online course

- After purchasing the course, go to **My Courses** http://learningcenter.apta.org/My_Courses.aspx within the APTA Learning Center.

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The academic program with whom you affiliate can provide you with your username (the email address provided to them). If you do not have a password, you will need to use the 'I forgot or do not have a password' link to establish a password. *The password to login to PT CPI Web 2.0 is NOT the same as the password used to login to the APTA Web site.*