



Daemen University
Department of Physical Therapy

CLINICAL EDUCATION MANUAL

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Daemen University

Department of Physical Therapy
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Purpose of the Clinical Education Manual

The purpose of this Clinical Education Manual is to provide information, policies, and procedures for all who are directly involved in the clinical education process for the Daemen University Doctor of Physical Therapy program. This document serves as a reference for program faculty, Director and Associate Directors of Clinical Education (DCEs), students, Site Coordinators of Clinical Education (SCCEs), and Clinical Instructors (CIs) throughout the completion of clinical education experiences. This manual was created to:

- Enhance communication between DPT students, Daemen's PT Department, and our clinical education faculty who offer clinical education experiences for our students
- Detail roles and responsibilities of all involved parties to assist in making each clinical experience successful and valuable
- Serve as a resource to provide information to all parties regarding the clinical education process at Daemen University

Clinical Education Definitions and Abbreviations

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

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

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

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

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

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

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

Pre-Clinical Seminar Course

Clinical education at Daemen University incorporates several different components. The first component is the pre-clinical seminar course (PT575) during the first semester of the professional phase of the Daemen DPT program where the student:

- Is introduced to the personnel involved in clinical education, i.e. DCE (Director of Clinical Education), Associate Director of Clinical Education (ADCE), SCCE (Site Coordinator of Clinical Education), CI (Clinical Instructor), etc.
- Begins the selection process for clinical experiences
- Discusses expectations, goals, and objectives for various clinical experiences
- Reviews the instrument that is used to determine performance level - the Clinical Performance Instrument (CPI 3.0)
- Participates in exercises designed to enhance communication skills, professional behaviors, problem-solving skills, etc.
- Learns how to use the EXXAT system to request, obtain relevant information about, and submit materials for clinicals

Clinical Site Selection Procedure

During PT575 Pre-Clinical Seminar course, students are provided with details of the clinical inquiry process and the clinical placement process. Students are educated on the process by which the list of available sites for each clinical is determined as well as the clinical setting requirements they must fulfill. Students are provided with details regarding the specific process for assigning each clinical experience.

During established timeframes, students are provided with access to the list of available clinical sites for each rotation through the EXXAT web-based system. Students have the

ability to research available sites for each of the clinical rotations on EXXAT as well as ask questions of the DCEs throughout the planning process. Students submit their individual wishlists for their clinical experiences through the EXXAT system. Sites must be selected from the list of available sites in order for a student to qualify for the clinical placement process. The EXXAT Placement Assist tool is used to determine each student's clinical assignments. Each student's preferences are reviewed by the EXXAT program simultaneously to determine the best possible clinical assignments for every student. The goal of the placement system is to assign student clinical placements with the highest level of student satisfaction. Every student is treated equally, and every student's preferences are taken into account.

In situations where a student does not receive a placement through EXXAT's matching program or an assigned site becomes unavailable, students will be assigned to their clinical sites by the Director of Clinical Education based on matching clinical site availability, clinical education expectations, academic requirements, student needs identified by faculty, and student preferences. The faculty of the Daemen University Physical Therapy Department reserves the right to make final decisions regarding clinical placements.

Academic Requirements/Eligibility for Participation in Clinical Education Experiences

Academic requirements that all students must meet in order to participate in clinical education experiences are published in the Daemen University Physical Therapy Department Professional Phase Student Handbook.

Students are required to obtain permission of department faculty and successfully complete all course-related competency exams prior to registration in clinical education experiences. Program faculty review each class of students to determine readiness of each individual student in order to be eligible to begin clinicals. Permission to participate in clinical education experiences may be denied on the basis of demonstrated weakness or inability to meet the program's academic or professional standards.

Full-Time Clinical Experiences

Each student will complete four full-time clinical experiences while in the professional phase of the PT program. There are three (3) types of affiliations that each student is required to complete:

- ***Musculoskeletal*** (outpatient orthopedic/musculoskeletal)
- ***Inpatient care*** (acute, subacute, skilled nursing)
- ***Neuromuscular Rehab*** (outpatient neuro; inpatient neuro; pediatrics - inpatient, outpatient, school-based, or home-based; adults with developmental disabilities; wound care; home care; outpatient with vestibular)
- One of the final two clinicals may be in any area of student preference

Clinical I: PT 577 is a nine (9) week full-time clinical experience which will be completed following the successful completion of the fall and spring semesters of the first year in the professional phase of the PT curriculum. The focus of this clinical experience is *musculoskeletal*. The type of clinical setting for this rotation is traditionally outpatient.

Clinical II: PT 582 is a nine (9) week full-time clinical experience that will take place during the summer following the second year in the professional phase of the curriculum. The focus of this clinical experience is *neuromuscular rehab* (geriatric, pediatric, neuro, developmental disabilities, home care, vestibular, or wound care) or *inpatient* (acute, subacute, or skilled nursing).

Clinical III: PT 680 is a nine (9) week full-time clinical experience that will take place during the spring semester of the final year in the professional phase of the PT program. The student will start this clinical experience upon successful completion of the didactic component of the curriculum the previous semester.

Clinical IV: PT 690 is the final nine (9) week full-time clinical experience which will follow the PT 680 clinical experience.

The setting for the PT680 and PT690 clinicals will vary depending on the type of setting being completed for the PT 582 clinical. The PT 680 and PT 690 must be completed in different types of settings. Additional types of affiliations may include: cardiac rehab, sports medicine, aquatic therapy, hand therapy, pelvic health, sports performance, etc.

Geographical Location Requirement

Students are required to perform at least one of their clinical experiences outside of the Buffalo area, defined as greater than 50 miles from Daemen's campus address (4380 Main Street, Amherst, NY), in order to experience a variety of health care regional factors and in an effort to afford all students depth and breadth along the continuum of care.

Clinical Site Cancellation and Reassignment

Occasionally it may become necessary for a clinical site or Daemen to cancel or reassign a clinical site placement. When the DCE is contacted, the student is immediately notified by email. An unfortunate result of such changes is that the options for reassignment can be quite limited. The student meets with the DCE to discuss preferences and options for a new site. The student is assigned to the first site that is available that meets the clinical education requirements.

Establishment of Clinical Education Agreement/Affiliation Agreement with Daemen University Physical Therapy Clinical Education Program

Daemen University will establish clinical education agreements/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.

Once a clinical facility has been identified by either students, alumni, core faculty, or the clinical community, the Directors of Clinical Education (DCEs) will obtain some initial information regarding the site via phone contact or email communication with the site. After the DCEs review 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 DCEs forward the Daemen University Clinical Experience Affiliation Agreement to the clinical site's Site Coordinator of Clinical Education (SCCE) for approval by their administration. If the clinical site requires their own affiliation agreement, it is forwarded by the SCCE to Daemen University's DCEs. The DCEs will review the contract document for accuracy of information and then send it to administration for review and approval.

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

Suggestions for future site development from students can be submitted to the Director of Clinical Education or Associate Director of Clinical Education. Of note, students and family members are not to contact a potential clinical facility in an attempt to arrange a clinical experience. All new sites are evaluated by the Directors of Clinical Education according to the guidelines listed above. Any student who bypasses this process may be referred for disciplinary action.

Contacting Clinical Sites

Students are NOT allowed to contact any clinical sites with whom Daemen University is already affiliated. If students wish to contact sites Daemen is not affiliated with, they must connect with Dr. Kolodziej or Dr. Corcoran BEFORE reaching out to any sites.

Department Position Statement on Referral for Profit

The Daemen University Department of Physical Therapy supports the American Physical Therapy Association's Position on Physician-Owned Physical Therapy Services (POPTS). The Daemen University Department of Physical Therapy will not participate in clinical education with practice settings that identify themselves as physician owned physical therapy services (POPTS).

Clinical Site Visits and Phone/Video Conferences

At a mutually acceptable time, a member of the Daemen University PT program faculty will schedule either a meeting or video/phone conference with the CI and student for a formal discussion of student performance at the clinical site. Determination of whether a face-to-face site visit is made or a video/phone conference is conducted is dependent upon several factors, including geographic location, student and/or site needs, number of times site and/or student have been visited, and availability of the faculty member to travel to site location. Additional visits may be scheduled if deemed necessary due to unusual circumstances or student difficulties.

STUDENT CLINICAL EDUCATION POLICIES

The following sections detail Daemen University PT program's policies for students related to clinical education. Additionally, it is the student's responsibility to become familiar with and to abide by the individual rules and regulations of each clinical site. Ignorance of the rules and regulations will not be accepted as an excuse.

Submission of Documents to Facility

Students are required to email their introductory documents to their assigned clinical site: 1) Letter of Introduction 2) Student Profile. These two documents are to be sent to the site within one week after the DCEs have instructed students to send them.

Communication With Clinical Site

Students will send the documents discussed in the above section to the clinical site approximately two to three months in advance of the clinical start date. As the clinical timeframe approaches, it is the student's responsibility to directly communicate with the SCCE at his/her assigned clinical site well in advance of the start date of the clinical. The student must have direct email or phone communication with the SCCE no later than one month prior to the start date of the clinical. Many sites have additional requirements that must be fulfilled, most of which require time and advanced notice to complete (i.e. background check, drug screen, additional health documentation, etc.). If a student fails to make direct email or phone contact with the SCCE after instructed by the DCEs to do so, the student's clinical experience may be cancelled.

Expenses

Students are responsible for all expenses associated with clinical education. Expenses may include, but are not limited to, the following: housing; meals; transportation; library fees; parking; fuel; tolls; uniforms; and professional attire. Students are also responsible for any costs associated with meeting site requirements. This may include, but is not limited to, the following: drug screen; criminal background check; additional immunizations and titers; etc.

Personal Appearance

High standards of personal/professional appearance and grooming will be expected of each student. These characteristics are a reflection of the individual, the university, the Daemen PT program, and our profession. Professional attire is expected during the entire clinical education experience. Name tag is required as designated by school or per clinical regulations.

Clinical Hours

Students are required to adhere to the hours of their assigned Clinical Instructor(s) as specified by the Site Coordinator of Clinical Education (SCCE) and/or Clinical Instructor (CI). Holidays and semester breaks, which are honored by the university, are not necessarily honored by the specific clinical facility. **Students should never request modification of their assigned clinical schedule to accommodate their personal or work schedules.**

A student is expected to be punctual in daily arrival at the facility and to remain at the facility until excused by the CI or SCCE. Excessive tardiness or a failure to maintain specified hours may be a cause for dismissal from a clinical experience.

Students are not permitted to request a change of their clinical hours to accommodate personal schedules, including outside employment or family obligations. Students will not be granted permission to alter their clinical schedule or miss clinical days for trips, family vacations, etc. Students are provided with clinical dates many months in advance so plans for personal travel may be made accordingly.

If a situation arises where a student is granted permission to miss clinical for an extended period of time due to personal illness or serious family matters, all missed clinical time must be made up before the student will be cleared for graduation. Final grades will not be granted until all work is completed.

Attendance

Students are expected to avoid absences during clinical education experiences and to submit documentation of reasons for any absences that may occur. **In the event a student is unable to report to a facility during a clinical experience, the student must inform the CI/SCCE and the DCE by email or phone prior to the start of the scheduled clinical day.** If a student anticipates any missed days due to external circumstances, this **MUST** be discussed with the DCEs. It is expected that this would occur only in rare and extenuating circumstances. Permission is required from the DCEs prior to discussing this with the SCCE or CI.

All absences from clinicals must be made up to achieve a Satisfactory grade for a clinical experience. Equivalent make-up time will be scheduled at the discretion of the CI/SCCE. Make-up time is subject to availability at the assigned facility.

In cases of inclement weather, student safety in travel is of utmost concern. Students are to use caution with inclement weather. Students are still expected to attend their clinical if the facility is open and if weather conditions warrant safe travel. If the clinical facility closes or the clinical instructor specifically tells the student to avoid travel due to inclement weather then the student will be excused. Generally it is not necessary to make up days missed due to inclement weather, but the SCCE/CI will discuss expectations with the student and DCEs.

Absence of Clinical Instructor

Students are not permitted to treat patients during clinical education experiences at times when a licensed physical therapist is not on the premises of an assigned facility. If a student's clinical instructor is unable to report for work, the student must leave the clinical facility if another licensed physical therapist who the SCCE deems to be an approved qualified substitute is unable to serve as the on-site supervising therapist in the CI's absence. Under no circumstances is a student allowed to engage in the treatment or evaluation of patients if a licensed physical therapist is not present on the premises.

Health Requirements

Students will be notified of the due date for submission of all required health documents. Students must submit all required documentation to the Daemen University CHIP Center portal through Medicaat by the published due date in order to be cleared by the university and the Daemen Physical Therapy Program to begin each clinical experience.

Many clinical sites have additional requirements for "onboarding" to be cleared to start the clinical experience. Students are responsible for adhering to and completing all site requirements in addition to the Daemen Physical Therapy program requirements listed below.

Daemen Physical Therapy Program Health Requirements for Participating in Clinical Education Experiences

- **Proof of Physical Examination** - within 1 year of clinical experience end date
- **Proof of Immunity to Hepatitis B** - three vaccines or positive titer
- **Proof of Immunity to Varicella (Chicken Pox)** – two vaccines, positive titer, or physician diagnosed date of disease
- **Proof of Immunity to Measles, Mumps, and Rubella (MMR)** – two vaccines or positive titer
- **Proof of Screening for Tuberculosis (PPD)** - within 1 year of clinical experience end date
- **Proof of Tetanus Vaccination** - Td or TDap vaccine administered within the last 10 years
- **Proof of Flu Shot or Completed Flu Shot Declination** - within the established "flu season" of the clinical experience timeframe
- **Proof of COVID vaccine – *highly recommended*** – requirements for COVID vaccines vary by site. If a site requires COVID vaccination, the student will be required to comply in order to complete the clinical experience.
- **Proof of Health Insurance** – documentation of current health insurance coverage

Neither the Daemen University PT program nor the Daemen University CHIP Center send any student health documents to clinical sites. Any health documents requested by the site must be sent directly by the student to the clinical site.

Individual clinical sites often request additional medical documentation from the student that is over and above the Daemen PT program requirements. It is the responsibility of the student to find out this information prior to attending the clinic. The student has the responsibility to fulfill these requirements within the timeframe required by the clinical site in order to participate in the clinical experience.

Should a student's health status change after a health form is submitted and before participation in a clinical education course, a medical release from a physician will be required before the student can participate in the clinical practice course.

Health Insurance

Every student is required to have active health insurance coverage in order to participate in clinical experiences and to be in compliance with affiliation agreements with clinical sites.

Liability Insurance

Each student will have purchased Malpractice Insurance through the business office before his/her clinical experience, as included in their clinical education course registration. Students must be registered for the respective clinical course in order to be covered by the university's liability insurance. Under no circumstances may a student participate in any clinical practice activity without current liability insurance. A copy of the policy is sent directly by the insurance company to each clinical site prior to the start of the assigned clinical experience.

CPR

Prior to starting clinical experiences, students must provide evidence of current certification in Cardiopulmonary Resuscitation (CPR). CPR certification must have a hands-on training component and skills performance evaluation. Hybrid courses are acceptable as long as there is an in-person hands-on component to the course. CPR courses that are offered fully online will not be accepted.

OSHA, Blood Borne Pathogens, and HIPAA Training

Training for Occupational Safety and Health Administration (OSHA), Blood Borne Pathogens (BBP), and Health Insurance Portability and Accountability Act (HIPAA) is required for clinical experience participation and will occur within the DPT curriculum.

Criminal Background Check

Some facilities require criminal background checks prior to the student starting a clinical experience at the site. It is the responsibility of the student to determine the specific background checks that are required as well as fulfill the appropriate requirements of the clinical site. Students are responsible for all costs associated with these checks if they are not covered by the clinical site.

Drug Screen

Some facilities require drug screening prior to the student starting a clinical experience at the site. It is the responsibility of the student to determine the type of drug screen required, including the number of panels required, as well as fulfill the appropriate requirements of the clinical site. Students are responsible for all costs associated with the drug screening if they are not covered by the clinical site.

Interview

Some facilities require an interview with the student prior to acceptance of the student for a clinical placement. If an interview is required, the student must complete this prior to attending the clinic.

Cell Phone Use

Each student is expected to adhere to the facility policies regarding the use of cellular phones during clinic hours. If facilities do not have ascribed policies, then the standard policy is that the student should refrain from using his/her cellular phone while in the clinical setting.

Confidentiality

All clinical education faculty, clinical facility employees or representatives, students, academic faculty, or Daemen University representatives shall protect from unauthorized disclosure all information, records, and data pertaining to clinical facility patients/clients. Students must be in compliance with HIPAA regulations.

Completion of CPI Self-Evaluation

Students are expected to perform a self-evaluation on the CPI 3.0 at mid-term and final during each of their clinical education experiences.

In-Service Project Requirement

Students are required to complete an in-service project during each of their clinical education experiences. This project is at the discretion of the clinical instructor and may include items such as a presentation, research assignment, patient education video or assignment, case study presentation, community wellness education event, or teaching resource for the clinic.

Professional Conduct

There is an expectation that students enrolled in the Daemen University DPT program accept full responsibility for their behavior, professionalism, and performance of safe practice during clinical education courses. This is confirmed by student completion of the *Physical Therapy Student Statement of Contract* prior to the first semester of study.

A clinical education site SCCE may dismiss a student **without warning** for behavior regarded as being dangerous, disruptive, or unprofessional. In such cases, the SCCE will immediately notify the Program DCE. Following dismissal for behavior, the approval of both the SCCE and DCE are required for student resumption of the interrupted clinical education experience. The student will be referred to the Professional Phase Student Conduct Committee. Problems considered sufficiently difficult or serious by the SCCE, DCE, or Student Conduct Committee may be referred for appropriate professional counseling. In the event an unacceptable behavioral problem cannot be fully resolved, a student may be required to withdraw from the program by formal action of the Student Conduct Committee.

ROLES AND RESPONSIBILITIES IN CLINICAL EDUCATION

Roles and Responsibilities of the Director of Clinical Education (DCE)

The Director of Clinical Education (DCE) is the licensed physical therapist employed by the academic institution who plans, develops, supervises, organizes, facilitates, monitors, assesses, coordinates, and administers the clinical education component of the physical therapy curriculum. The DCE is the faculty member of record for the clinical education courses. The DCE serves as the liaison between the didactic and clinical components of the curriculum.

The primary roles and responsibilities of the DCE include the following:

- 1) Communicate Between Daemen University and Affiliated Clinical Sites
 - a. Communicates current information about curriculum, program philosophy, clinical course objectives, and site availability to all concerned parties (clinical education sites, clinical education faculty, Daemen clinical education team, students).
 - b. Provides ongoing communication with clinical education faculty (SCCEs and CIs) regarding the academic program, including curriculum, course objectives, and policies and procedures related to clinical education.
 - c. Facilitates negotiations of affiliation contractual agreements as well as maintenance of the contracts.
 - d. Communicates with clinical education sites about type of student placements available and expectations of clinical site.
 - e. Communicates with SCCEs and CIs regarding clinical education faculty development opportunities.
 - f. Communicates directly with and oversees communication with SCCEs and CIs regarding student progress and assessment of student progress during clinical experiences.
 - g. Provides support and guidance as required in situations where issues or concerns are present during clinical experiences.
- 2) Communicate With DPT Program Students
 - a. Informs students of clinical education policies and procedures.
 - b. Provides students with access to information about clinical sites to facilitate selection of preferences for assignment of clinical rotations.
 - c. Develops schedules of clinical placement assignments and coordinates the dissemination of this information to students and sites.
 - d. Oversees the communication related to clinical education, including direct communication with students and clinical education faculty as needed to support, problem solve, and discuss relevant issues.
 - e. Obtains and evaluates feedback from students regarding clinical education experiences and clinical instruction.

3) Clinical Education Program Planning, Implementation, and Assessment

- a. Plans and implements Daemen's clinical education curriculum in collaboration with the Program Chairperson, academic faculty, clinical education faculty, and students.
- b. Develops, revises, and reviews clinical education policies and procedures.
- c. Monitors student performance to ensure that they successfully complete the clinical education experiences, including reviewing student evaluations and overseeing communications with clinical education faculty and students.
- d. Assigns the final grade for all clinical education courses, determining the grade based on the following: assessment of student performance on CPI; consultation with individual clinical instructors (CI) and their assigned students; review of documentation from in-person meeting or phone conference between the Daemen faculty member, CI(s), and student; timely submission of required documents.
- e. Utilizes appropriate intervention strategies with SCCEs, CIs, and students in situations where difficulties have been demonstrated while on clinical education experiences, including instances where learning strategies are necessary.
- f. If necessary, develops remedial clinical experiences for students, including collaboration with other appropriate faculty and college resources.
- g. Provides direct input into the curriculum development process, including design, review, and revision of curriculum, through collection, organization, and dissemination of pertinent information from clinical sites and students.
- h. Administers the program's clinical education records systems, including the database of affiliated sites, current information on clinical education sites and faculty, copies of negotiated affiliation agreements, student performance reports during clinical education experiences, and assessment data on clinical sites and clinical faculty.
- i. Develops and coordinates the program's evaluation process for the clinical education component of the curriculum, including determination of the tools used to evaluate the clinical sites, teaching effectiveness of clinical education faculty, and student performance.
- j. Administers immunization and preventative health policies and procedures that are consistent with the requirements of federal, state, institutional, and site specific guidelines.
- k. Implements liability protection of students that is consistent with legal, institutional, and site requirements for risk management.
- l. Serves the Physical Therapy Program in additional teaching, advising, research, and service activities.

4) Clinical Site and Clinical Education Faculty Development

- a. Determines criteria and procedures for selecting, utilizing, assessing, and maintaining clinical sites.
- b. Establishes and maintains an appropriate number of quality clinical sites to meet the educational needs of the students and the DPT program.

- c. Offers development opportunities for clinical education faculty at clinical education sites through collaboration with clinical education faculty and through ongoing evaluation of site needs.
- d. Continues to be aware of and knowledgeable about current trends in health care and the effects on clinical education, apprising clinical education faculty and academic faculty about trends and changes.
- e. Advises faculty members of the DPT program about their roles and responsibilities related to clinical education.

Roles and Responsibilities of the Site Coordinator of Clinical Education (SCCE)

The Site Coordinator of Clinical Education (SCCE) is the licensed physical therapist employed and designated by the clinical facility to direct, organize, coordinate, supervise, and evaluate the clinical education program in that facility. The SCCE's primary role is to serve as a liaison between the academic institutions and the clinical facility.

The primary roles and responsibilities of the SCCE include the following:

- 1) Identify, organize, and coordinate the specific learning experiences available at the clinical education site.
- 2) Maintain communication with DCE and program faculty in regard to availability of clinical education experiences, scheduling of students, and site-specific requirements.
- 3) Once student is scheduled to the site, SCCE confirms placement and communicates directly with the student (or directs the CI to communicate directly to the student) about site expectations and requirements.
- 4) Assign clinical instructors (CIs) for each clinical placement, evaluating each CI's readiness and preparedness to serve as a CI. It is strongly recommended that the SCCE use the APTA's *Guidelines: Clinical Instructors* (HOD G06-93-28-52) and the APTA's Guidelines and Self-Assessments for Clinical Education found at the following link:
<http://www.apta.org/Educators/Assessments/ACCE/DCE/GuidelinesandAssessmentsforClinEd/>
- 5) Provide or schedule provision of a thorough orientation of the facility, including but not limited to general policies and procedures, emergency procedures, philosophy of the site's clinical education program, goals and expectations for the student while at the facility, and student learning objectives.
- 6) Maintain communication with DCE, program faculty, CI, and student during the clinical education experience.
- 7) In situations where indicated, collaborates with the DCE, CI, and student to problem solve and assist in planning remedial, alternative, accommodative, or challenging learning experiences.
- 8) Organize, coordinate, direct, evaluate, and supervise the activities of the clinical instructors and students assigned to the clinical site.

- 9) Revise and submit updated Clinical Site Information Form (CSIF).
- 10) Organize and implement development activities for the clinical instructors to enhance their skills as clinical educators.
- 11) Provide regular feedback to the program about student performance and perceived strengths and weaknesses of the academic program.
- 12) Provide regular assessment of the effectiveness of the DCE and program faculty involved in clinical education supervision.
- 13) Review the Daemen Department of Physical Therapy Clinical Education Manual.
- 14) Act as a role model for ethical, legal, and professional behavior.
- 15) Demonstrate effective communication, interpersonal, instructional, supervisory, performance evaluation, administrative, and managerial skills. (Refer to *APTA's Guidelines: Center Coordinators of Clinical Education* HOD G06-93-29-52).

Roles and Responsibilities of the Clinical Instructor (CI)

The clinical instructor (CI) is the licensed physical therapist employed by the clinical facility who is designated by the Site Coordinator of Clinical Education to instruct, mentor, supervise, and evaluate the physical therapy students in the clinical education setting. The CI has a minimum of one year of clinical experience. The CI is involved with the daily responsibility and direct supervision of student clinical learning experiences.

The primary roles and responsibilities of the CI include the following:

- 1) Communicate with the SCCE and student prior to the student's arrival at the facility, providing information to the student on the clinical site, expectations of students, and site requirements.
- 2) Plan and provide appropriate clinical learning experiences for the student, taking into account the student's level in the academic program as well as their previous clinical experiences.
- 3) Provide or schedule provision of a thorough orientation of the facility, including but not limited to general policies and procedures, emergency procedures, philosophy of the site's clinical education program, goals and expectations for the student while at the facility, and student learning objectives.
- 4) Communicate expectations, assignments, and objectives to the student.
- 5) Maintain communication with the SCCE, DCE, and Daemen PT faculty regarding the student's performance.
- 6) Provide appropriate supervision and guidance to the student throughout the clinical experience.
- 7) Contact the DCE with unexcused student absences or other student requests that are not consistent with a positive learning experience.
- 8) Contact the SCCE and DCE to identify any "red flag" areas on the CPI prior to midterm evaluation.
- 9) Formally evaluate the student's performance at midterm and final using the Clinical Performance Instrument, providing comments to substantiate the level of performance.

- 10) Verbally review student performance formally at midterm and final through discussion of CPI evaluations completed by CI and student.
- 11) Promptly recognize student performance or professional concerns, identifying these concerns to the student as well as to the DCE.
- 12) Assure that in their absence at the clinical site that the student is provided with direct supervision from a licensed physical therapist. If another licensed physical therapist is not available to directly supervise the student in the CI's absence, the student may not evaluate, treat, or otherwise be involved in treatment care for that time period.
- 13) Coordinate emergency medical care for students as necessary. The usual and customary billing procedure will apply in such cases.
- 14) Demonstrate clinical competence and legal and ethical behavior that meets or exceeds the expectations of members of the profession of physical therapy. (Refer to APTA's *Guidelines: Clinical Instructors* HOD G06-93-28-52).
- 15) Demonstrate effective behavior, conduct, and skill in interpersonal relationships (Refer to APTA's *Guidelines: Clinical Instructors* HOD G06-93-28-52).
- 16) Demonstrate effective communication skills, instructional skills, supervisory skills, and evaluation skills (Refer to APTA's *Guidelines: Clinical Instructors* HOD G06-93-28-52).
- 17) Review the Daemen Department of Physical Therapy Clinical Education Manual.
- 18) Complete the required documentation for the completion of the student's clinical, including completion and sign-off on the CPI.
- 19) Participate in development courses offered to enhance clinical instruction skills.
- 20) Act as a role model for ethical, legal, and professional behavior.

Rights of Clinical Instructors and SCCEs

- 1) The right to request on-site in-services related to clinical education and other clinically relevant topics.
- 2) The right to request assistance from the Academic Program dealing with clinical education issues and problems which arise in the clinic.
- 3) The right to receive information regarding affiliating students and any changes in the clinical education and physical therapy program in a timely manner.
- 4) The right to terminate a student participating in the clinical education experience 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 and SCCEs

- 1) An annual Clinical Education Seminar on campus free of charge.
- 2) Clinical Instructors are able to obtain access to Daemen University library resources upon request.
- 3) Continuing Education courses on the Daemen University campus at reduced rates for clinical instructors.

- 4) Each Clinical Instructor is able to earn 0.5 hours of continuing education for each two-week period of supervision per student, capped at 10 hours per three-year registration period, per New York State Department of Education policy. Certificate will be sent to individual clinical instructor via email after each clinical rotation is completed.

Responsibilities of the Student Physical Therapist (SPT)

The Student Physical Therapist is expected to fulfill **all** the responsibilities listed below. Failure to meet the listed responsibilities may result in one of following: cancellation of the clinical experience; academic probation; and/or academic dismissal.

Prior to the student's arrival at the assigned clinical site, the student is responsible for:

1. Adhering to the PT Program's policies for clinical education, in particular annual physical examination and health screens, immunizations and titers, annual PPD, HIPAA training, OSHA training, and CPR certification. If applicable, students must also adhere to facility requirements for criminal background checks and/or drug screening.
2. Demonstrating proof of current health insurance policy in order to participate in clinical education experiences.
3. Reviewing the academic program's Student Handbook and the Clinical Education Manual and abiding by all policies and procedures.
4. Completing the Student Profile and Letter of Introduction for each clinical rotation and emailing to their assigned site when directed by the DCE.
5. Making telephone and/or email contact with the facility SCCE in a timely manner as instructed by DCE. Students are responsible for inquiring about and fulfilling all site requirements, which may include but are not limited to: annual physical exam; annual PPD and/or 2-step PPD; immunizations and titers; criminal background check; drug screen.

While at the assigned clinical education site, the student is responsible for:

1. Adhering to the policies, procedures, rules, and regulations of the clinical education site.
2. Adhering to the Daemen clinical education policies as stated in the Student Handbook and the Clinical Education Manual.
3. Demonstrating the utmost professionalism and adult learning behaviors when participating in professional activities of the clinical education site, including adherence to the APTA Core Values.
4. Completing all assignments requested by the clinical site, SCCE, CI, and academic program within the timeframe given.
5. Completing CPI self-evaluation at midterm and final, providing comments that substantiate performance level.
6. Communicating with assigned faculty member regarding the clinical education experience. In cases where concerns or issues are present, the student is required to communicate immediately with the DCE.

7. Reflecting on the quality of his/her own mastery of professional knowledge, attitudes, and skills by completing the required student self-assessments. At a minimum, this includes the CPI midterm and final self-evaluations.
8. Evaluating the effectiveness of the clinical education experience at the clinical education site and providing feedback about the clinical education site and clinical instructor by completing the required evaluation forms at the completion of each clinical experience.
9. Adhering to all of the policies included in the Clinical Education Manual.

GRADING OF CLINICAL EDUCATION EXPERIENCE COURSES

Clinical Performance Instrument and Grading Policy

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

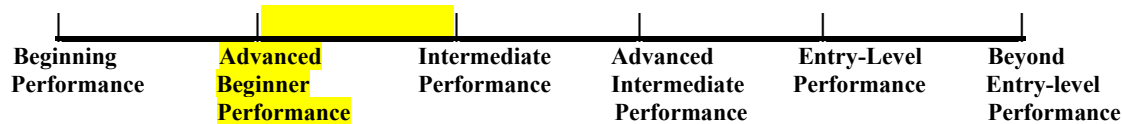
- Clinical setting
- Experience with patients or clients in that setting
- Relative weighting or importance of each performance criteria
- Expectations for the clinical experience
- Progression of performance from midterm to final evaluations
- Level of experience within the didactic and clinical components
- Whether or not "significant concerns" box was checked
- 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 and not the clinical site or clinical instructor(s).

The following page details what Daemen University considers satisfactory performance for each of the four clinical education experiences. 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.*

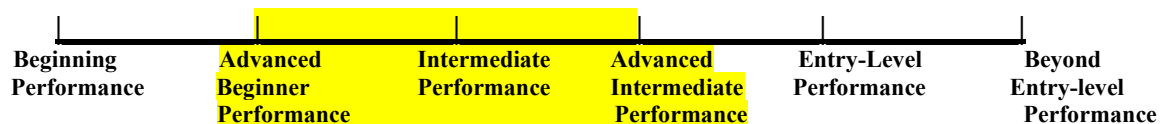
PT 577 – FIRST CLINICAL EXPERIENCE
Summer after first year in the professional phase

Ratings of student performance are expected to be at least at “Advanced Beginner Performance”.



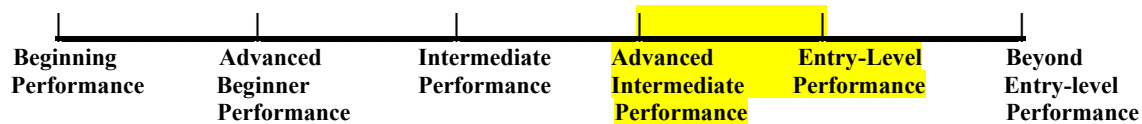
PT 582 – SECOND CLINICAL EXPERIENCE
Summer after second year in the professional phase

Ratings of student performance are expected to progress along the continuum ranging from a minimum of “Advanced Beginner Performance” to “Advanced Intermediate Performance”.



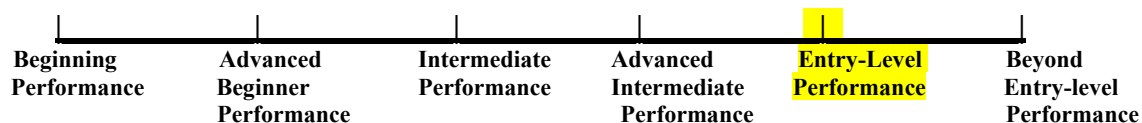
PT 680 – THIRD CLINICAL EXPERIENCE
Spring Semester of third year in the professional phase

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



PT 690 – FOURTH AND FINAL CLINICAL EXPERIENCE
Spring Semester of third year in the professional phase

Students should achieve ratings of “Entry-Level Performance” or beyond for all performance criteria.



Policy Regarding Failure of Clinical Education Experience

As stated in the grading policy: **All grades are determined by the DCE, not the clinical site or clinical instructor(s).** As soon as any difficulties are discovered by the DCE, SCCE, 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 education experiences will be based on the Clinical Instructor's overall assessment using the Clinical Performance Instrument (CPI) as well as the DCE'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 education experience for a student.

If a student fails a clinical education experience (PT 577, PT 582, PT 680, or PT 690), which is determined by the DCE at Daemen University, the student is required to repeat the experience in a similar clinical environment once a period of remedial work has been completed. Remediation programs are individual to the student based on areas of deficiency. Scheduling of the repeat affiliation will be completed by the DCE 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.

Required Documentation for Completion of Clinical Experience Courses

In order for a student to receive a satisfactory "S" grade for a clinical education course, the following must be submitted through the EXXAT system by the established due date. Students will be notified via email approximately one week prior to the end of the clinical experience in regard to the required documentation that must be submitted and the due date.

- Student Self-Evaluation (Midterm and Final) on Clinical Performance Instrument (CPI): completed on CPI web-based system
- PT Student Evaluation of Site: completed on EXXAT
- PT Student Evaluation of Clinical Instruction: completed on EXXAT
- Submission of In-service or Project Documentation: uploaded to EXXAT

PROCEDURES FOR CONCERNS OR ISSUES DURING CLINICAL EDUCATION EXPERIENCES

Student Concerns Process in the Clinic

If a problem arises while completing a clinical experience (i.e. supervision, academic preparation, professional behaviors, injuries, etc.), the student should discuss the issue with the CI and/or SCCE immediately. If the situation is not improved, the student should next notify the DCEs. The DCEs will work with the student to develop a plan of action to facilitate resolution of the problem.

Clinical Instructor Concerns Process in the Clinic

If a problem arises while a student is completing a clinical experience (i.e. academic preparation, professional behaviors, etc.), the CI should discuss the problem with the student immediately. If the situation is not improved, the CI should next notify the SCCE of the facility for assistance in resolving the problem. If the problem is not resolved, the CI should notify the DCEs for assistance in resolving the problem. The DCEs will work with the CI and/or SCCE to develop a plan of action to facilitate resolution of the problem.

Incident Reporting

If a student is involved in any incident in which he or she sustains an injury or the patient under his or her care sustains an injury, the student must immediately notify the CI of the incident. The student must immediately notify the DCE of the event and provide the DCE with a written copy of the clinical site's incident report. If a student is injured at the clinical site, the cost of the care is the student's responsibility. The CI and/or SCCE will coordinate emergency medical care for students as necessary. The usual and customary billing procedure will apply in such cases.

Nondiscrimination Policies

The Daemen University DPT program is fully aligned with the Daemen University Non-Discrimination Equal Opportunity and Affirmative Action Policy. The policy can be found here: <https://policies.daemen.edu/knowledge-base/non-discrimination-equal-opportunity-and-affirmative-action-policy-2/>

CLINICAL COURSE SYLLABI

COURSE SYLLABUS – PT577 CLINICAL INTERNSHIP I

- a. **Title and Number:**
Clinical Internship I, PT 577
- b. **Course Description:**
This is a nine (9) week full-time clinical education experience 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 with supervision by the Clinical Instructor. Integration of curriculum from the previous academic year will be the focus of the clinical education experience. The sites utilized for the clinical education experience 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
- f. **Clock hours (lecture and laboratory) and schedule:**
360 hours (9 weeks @ 40 hours/week)
- 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 perform at the *Advanced Beginner Performance* level or higher for the following objectives:
 1. Practice in a safe manner that minimizes the risk to the patient, self, and others.
 2. Practice according to the Code of Ethics for the Physical Therapist; demonstrate respect for self, the patient/client, and colleagues in all situations.
 3. Practice according to legal and professional standards, including all federal, state, and institutional regulations related to patient/client care and fiscal management.

4. Accept and be receptive to feedback; participate in planning and/or self-assessment to improve clinical performance; contribute to the advancement of the clinical setting through educational opportunities; seek out opportunities to improve knowledge and skills.
5. Demonstrate professional verbal and nonverbal communication with all stakeholders; adapt to diverse verbal and nonverbal communication styles during patient/client interactions; utilize communication resources as appropriate.
6. Deliver physical therapy services with consideration for patient/client diversity and inclusivity for all regardless of age, disability, ethnicity, gender identity, race, sexual orientation, or other characteristics of identity; provide equitable patient/client care that does not vary in quality based on the patient's/client's personal characteristics.
7. Strategically gather, interpret, and synthesize information from multiple sources to make effective clinical judgments; apply current knowledge and clinical judgement leading to accurate and efficient evaluations including selection of examination techniques, diagnosis, prognosis, goals, and plan of care; present a logical rationale for clinical decisions.
8. Perform evidence-based initial and re-examination tests and measures that are relevant to the practice setting; rule out other pathologies and refer to or consult with other healthcare professionals as necessary; evaluate data from the patient/client examination to make clinical decisions.
9. Establish a physical therapy plan of care that is safe, effective, patient/client-centered, and evidence-based while also considering prognostic factors; adapt plan of care as appropriate by utilizing test and retest measures, outcome measures, and caseload discussions to ensure patients/clients are progressing toward discharge goals.
10. Select and perform appropriate physical therapy interventions that are evidence-based and completed in a competent and efficient manner; consult with interprofessional colleagues as appropriate to seek advice or an opinion; educate patients/clients and caregivers using multimodal approach based on patient's/client's learning style; educate healthcare team on relevant topics by taking an active role in activities or in-service opportunities.
11. Produce quality documentation that includes changes in the patient's/client's status, descriptions and progressions of specific interventions used, and communication among providers; maintain organization of patient/client documentation.
12. Identify financial barriers and limitations to patient/client care; adjust plan of care and schedule frequency based on the patient's/client's financial concerns or needs;

- understand nuances of insurance; appropriately bills patients/clients according to legal guidelines and insurance regulations; demonstrate appropriate understanding of other fiscally responsible behaviors, including time management and appropriate use of clinical supplies and equipment.
13. Actively participate in caseload discussions with interprofessional colleagues to optimize patient/client outcomes; delegate tasks to support staff as appropriate; identify patient/client complexity model of care when scheduling patients/clients with a physical therapist assistant versus a physical therapist.
 14. Complete the designated assessment tools through EXXAT within one week of completion of the clinical experience, providing timely, specific, and constructive feedback on the clinical experience, clinical site, and clinical instruction to support program assessment and improvement.
 15. Design and deliver an in-service project or service activity that demonstrates graduate-level scholarship (i.e. integration of evidence-based literature, critical analysis, application to practice, etc.) and present the completed work to clinical staff in a professional manner.
- i. **Description of teaching methods and learning experiences:**
Collaborative and direct patient care opportunities with the clinical site's staff. Additional 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 will utilize the APTA Clinical Performance Instrument in order to assess the student's abilities and performance while on the clinical education experience. The associated final grade will be administered by the DCE after review of the completed Clinical Performance Instrument and other associated documentation for the clinical experience.
 - k. **Special Requirements:**
Each student is required to give an educational in-service or case study during their clinical experience. The student is required to perform a mid-term and final self-assessment in the CPI 3.0 system. Additionally, the student must complete the Physical Therapy Student Evaluation: Clinical Experience and Clinical Instruction through Exxat within one week of the end of the clinical education experience.

PT 577 – First Clinical Experience

Summer after first year in the professional phase

- For successful completion of PT577 Clinical Internship I, the student is required to achieve ratings of performance at least at the “Advanced Beginner Performance” level.
- Definitions of performance levels can be found in the CPI 3.0 system.

COURSE SYLLABUS – PT582 CLINICAL INTERNSHIP II

- a. **Title and number:**
Clinical Internship II, PT 582
- b. **Course Description:**
This is a nine (9) week full-time clinical education experience designed to further enhance the student's patient/client management skills. The focus of this clinical education experience will be the management of patients/clients with neuromuscular disorders, incorporating information and skills acquired in the previous academic semesters. The sites utilized for the clinical education experience will focus on neurorehabilitation of patients in 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
- f. **Clock hours (lecture and laboratory) and schedule:**
360 hours (9 weeks @ 40 hours/week)
- g. **Course prerequisites:**
PT Third Year professional status and Grade of C or better in all required PT coursework
- h. **Course objectives:**

Upon the completion of this course, the student will perform at the *Intermediate Performance* level or higher for the following objectives:
 - 1. Practice in a safe manner that minimizes the risk to the patient, self, and others.
 - 2. Practice according to the Code of Ethics for the Physical Therapist; demonstrate respect for self, the patient/client, and colleagues in all situations.
 - 3. Practice according to legal and professional standards, including all federal, state, and institutional regulations related to patient/client care and fiscal management.
 - 4. Accept and be receptive to feedback; participate in planning and/or self-assessment to improve clinical performance; contribute to the advancement of the clinical setting through educational opportunities; seek out opportunities to improve knowledge and skills.

5. Demonstrate professional verbal and nonverbal communication with all stakeholders; adapt to diverse verbal and nonverbal communication styles during patient/client interactions; utilize communication resources as appropriate.
6. Deliver physical therapy services with consideration for patient/client diversity and inclusivity for all regardless of age, disability, ethnicity, gender identity, race, sexual orientation, or other characteristics of identity; provide equitable patient/client care that does not vary in quality based on the patient's/client's personal characteristics.
7. Strategically gather, interpret, and synthesize information from multiple sources to make effective clinical judgments; apply current knowledge and clinical judgement leading to accurate and efficient evaluations including selection of examination techniques, diagnosis, prognosis, goals, and plan of care; present a logical rationale for clinical decisions.
8. Perform evidence-based initial and re-examination tests and measures that are relevant to the practice setting; rule out other pathologies and refer to or consult with other healthcare professionals as necessary; evaluate data from the patient/client examination to make clinical decisions.
9. Establish a physical therapy plan of care that is safe, effective, patient/client-centered, and evidence-based while also considering prognostic factors; adapt plan of care as appropriate by utilizing test and retest measures, outcome measures, and caseload discussions to ensure patients/clients are progressing toward discharge goals.
10. Select and perform appropriate physical therapy interventions that are evidence-based and completed in a competent and efficient manner; consult with interprofessional colleagues as appropriate to seek advice or an opinion; educate patients/clients and caregivers using multimodal approach based on patient's/client's learning style; educate healthcare team on relevant topics by taking an active role in activities or in-service opportunities.
11. Produce quality documentation that includes changes in the patient's/client's status, descriptions and progressions of specific interventions used, and communication among providers; maintain organization of patient/client documentation.
12. Identify financial barriers and limitations to patient/client care; adjust plan of care and schedule frequency based on the patient's/client's financial concerns or needs; understand nuances of insurance; appropriately bill patients/clients according to legal guidelines and insurance regulations; demonstrate appropriate understanding of other fiscally responsible behaviors, including time management and appropriate use of clinical supplies and equipment.

13. Actively participate in caseload discussions with interprofessional colleagues to optimize patient/client outcomes; delegate tasks to support staff as appropriate; identify patient/client complexity model of care when scheduling patients/clients with a physical therapist assistant versus a physical therapist.
14. Complete the designated assessment tools through EXXAT within one week of completion of the clinical experience, providing timely, specific, and constructive feedback on the clinical experience, clinical site, and clinical instruction to support program assessment and improvement.
15. Design and deliver an in-service project or service activity that demonstrates graduate-level scholarship (i.e. integration of evidence-based literature, critical analysis, application to practice, etc.) and present the completed work to clinical staff in a professional manner.

i. Description of teaching methods and learning experiences:

Collaborative and direct patient care opportunities with the clinical site's staff. Additional 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 will utilize the APTA Clinical Performance Instrument in order to assess the student's abilities and performance while on the clinical education experience. The associated final grade will be administered by the DCE after review of the completed Clinical Performance Instrument and other associated documentation for the clinical experience.

k. Special Requirements:

Each student is required to give an educational in-service or case study during their clinical education experience. The student is required to perform a mid-term and final self-assessment on the CPI 3.0 system. Additionally, the student must complete the Physical Therapy Student Evaluation: Clinical Experience and Clinical Instruction through Exxat within one week of the end of the clinical education experience.

PT 582 – Second Clinical Experience

Summer after second year in the professional phase

- For successful completion of PT582 Clinical Internship II, the student is required to achieve ratings of performance at least at the “Intermediate Performance” level.
- Definitions of performance levels can be found in the CPI 3.0 system.

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 education experience designed to integrate all the academic knowledge gained as well as incorporate the previous clinical experiences into an entry-level physical therapist. The sites utilized for the clinical education experience will focus on patient care of any age group, and clinical setting will vary based on fulfillment of program requirements to complete one clinical in each of these four areas: outpatient musculoskeletal; inpatient; neuromuscular rehab; and one setting area of the student's choice.

PT 690 Clinical Internship IV

This is the final nine (9) week full-time clinical education experience designed to enhance the student's entry-level skills in physical therapy. The sites utilized for the clinical education experience will focus on patient care of any age group, and clinical setting will vary based on fulfillment of program requirements to complete one clinical in each of these four areas: outpatient musculoskeletal; inpatient; neuromuscular rehab; and one setting area of the student's choice.

c. Department offering course:

Department of Physical Therapy in conjunction with affiliated clinical sites.

d. Credit hours:

Eight credits: 4 credits for PT 680 and 4 credits for PT 690

e. Instructor(s):

Affiliated Clinical Instructor

f. Clock hours:

720 hours: 360 hours for PT 680 = 9 weeks @ 40 hours/week and
360 hours for PT 690 = 9 weeks @ 40 hours/week

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 the PT680 course, the student will perform at the *Advanced Intermediate Performance* level or higher for the following objectives. Upon completion of the PT690 course, the student will perform at the *Entry-Level Performance* level or higher for the following objectives.

1. Practice in a safe manner that minimizes the risk to the patient, self, and others.
2. Practice according to the Code of Ethics for the Physical Therapist; demonstrate respect for self, the patient/client, and colleagues in all situations.
3. Practice according to legal and professional standards, including all federal, state, and institutional regulations related to patient/client care and fiscal management.
4. Accept and be receptive to feedback; participate in planning and/or self-assessment to improve clinical performance; contribute to the advancement of the clinical setting through educational opportunities; seek out opportunities to improve knowledge and skills.
5. Demonstrate professional verbal and nonverbal communication with all stakeholders; adapt to diverse verbal and nonverbal communication styles during patient/client interactions; utilize communication resources as appropriate.
6. Deliver physical therapy services with consideration for patient/client diversity and inclusivity for all regardless of age, disability, ethnicity, gender identity, race, sexual orientation, or other characteristics of identity; provide equitable patient/client care that does not vary in quality based on the patient's/client's personal characteristics.
7. Strategically gather, interpret, and synthesize information from multiple sources to make effective clinical judgments; apply current knowledge and clinical judgement leading to accurate and efficient evaluations including selection of examination techniques, diagnosis, prognosis, goals, and plan of care; present a logical rationale for clinical decisions.
8. Perform evidence-based initial and re-examination tests and measures that are relevant to the practice setting; rule out other pathologies and refer to or consult with other healthcare professionals as necessary; evaluate data from the patient/client examination to make clinical decisions.
9. Establish a physical therapy plan of care that is safe, effective, patient/client-centered, and evidence-based while also considering prognostic factors; adapt plan of care as appropriate by utilizing test and retest measures, outcome measures, and caseload discussions to ensure patients/clients are progressing toward discharge goals.

10. Select and perform appropriate physical therapy interventions that are evidence-based and completed in a competent and efficient manner; consult with interprofessional colleagues as appropriate to seek advice or an opinion; educate patients/clients and caregivers using multimodal approach based on patient's/client's learning style; educate healthcare team on relevant topics by taking an active role in activities or in-service opportunities.
11. Produce quality documentation that includes changes in the patient's/client's status, descriptions and progressions of specific interventions used, and communication among providers; maintain organization of patient/client documentation.
12. Identify financial barriers and limitations to patient/client care; adjust plan of care and schedule frequency based on the patient's/client's financial concerns or needs; understand nuances of insurance; appropriately bills patients/clients according to legal guidelines and insurance regulations; demonstrate appropriate understanding of other fiscally responsible behaviors, including time management and appropriate use of clinical supplies and equipment.
13. Actively participate in caseload discussions with interprofessional colleagues to optimize patient/client outcomes; delegate tasks to support staff as appropriate; identify patient/client complexity model of care when scheduling patients/clients with a physical therapist assistant versus a physical therapist.
14. Complete the designated assessment tools through EXXAT within one week of completion of the clinical experience, providing timely, specific, and constructive feedback on the clinical experience, clinical site, and clinical instruction to support program assessment and improvement.
15. Design and deliver an in-service project or service activity that demonstrates graduate-level scholarship (i.e. integration of evidence-based literature, critical analysis, application to practice, etc.) and present the completed work to clinical staff in a professional manner.

i. Description of teaching methods and learning experiences:

Collaborative and direct patient care opportunities with the clinical site's staff. Additional 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 will utilize the APTA Clinical Performance Instrument in order to assess the student's abilities and performance while on the clinical education experience. The associated final grade will be administered by the DCE after review of the completed Clinical Performance Instrument and other associated documentation for the clinical experience.

k. Special Requirements:

Each student is required to give an educational in-service or case study during their clinical education experience. The student is required to perform a mid-term and final self-assessment on the CPI 3.0 system. Additionally, the student must complete the Physical Therapy Student Evaluation: Clinical Experience and Clinical Instruction through Exxat within one week of the end of the clinical education experience.

PT 680 – Third Clinical Experience

Spring semester of third year in the professional phase

- For successful completion of PT680 Clinical Internship III, the student is required to achieve ratings of performance at least at the “Advanced Intermediate Performance” level.
- Definitions of performance levels can be found in the CPI 3.0 system.

PT 690 – Fourth Clinical Experience

Spring semester of third year in the professional phase

- For successful completion of PT690 Clinical Internship IV, the student is required to achieve ratings of performance at least at the “Entry-Level Performance” level.
- Definitions of performance levels can be found in the CPI 3.0 system.

DAEMEN UNIVERSITY PHYSICAL THERAPY PROGRAM

CLINICAL EDUCATION POLICY REMINDERS

Below are important Clinical Education policy reminders that each student must keep in mind and follow.

CLINICAL SETTINGS REQUIRED

Every student is required to complete four 9-week clinical experiences. There are three types of affiliations that each student is required to complete:



- Musculoskeletal - outpatient musculoskeletal/orthopedic
- Inpatient - acute, subacute, or skilled nursing
- Neuromuscular Rehab - outpatient neuro; inpatient neuro; pediatrics - inpatient, outpatient, school-based, or home-based; adults with developmental disabilities; wound care; home care; outpatient with vestibular; geriatrics - inpatient, outpatient, home-based; medically complex diagnoses

One of the four clinicals may be in a setting of preference.



OUT OF TOWN CLINICAL

Students are required to perform at least one of their internships outside of the Buffalo area, defined as greater than 50 miles from Daemen's campus address, in order to experience a variety of health care regional factors and in an effort to afford all students depth and breadth along the continuum of care.



CONTACTING CLINICAL SITES

Students are NOT allowed to contact any clinical sites with whom Daemen University is already affiliated. If students wish to contact sites Daemen is NOT affiliated with, they must connect with Dr. Kolodziej or Dr. Corcoran BEFORE reaching out to any sites.