The University of the Incarnate Word
School of Physical Therapy

Professional Practice Education Manual

Entry-Level Doctor of Physical Therapy Program

Spring 2014
TABLE OF CONTENTS

Introduction ........................................ 3
Core Values of the Mission ....................... 4
School of PT Mission/Philosophy and Outcomes . 4
Professional Practice Education Experiences ........ 5
Role of the DPPE, CCCE/CI, and Student ............. 6
Professional Practice Education Selection Process .... 7
Professional Practice Education Selection Changes ... 10
DPT Student Responsibilities for PPE Preparation ... 11
DPT Student Responsibilities during PPE ........... 13
Minimal Expectations of PPE Experiences ............ 18
Professional Practice Assessments .................... 22
Corrective Actions .................................. 22
Affiliated CCCE’s/CI’s Rights and Privileges ........ 23
Disciplinary Action and Due Process ................. 23

Appendices

Appendix A: PPE 1 Site Preference Form ............ 24
Appendix B: Sample Orientation Schedule ............ 26
Appendix C: Student Weekly Assessment .............. 27
Introduction

Many of you have chosen the profession of physical therapy to work in a clinical setting and develop relationships with patients in order to impact their health. The Professional Practice Educational (PPE) experiences are often a welcome time for students to apply what is being learned through the didactic portion of the curriculum. The faculty's hope is each experience will deepen the student's commitment to the profession and each will discover the many experiences and qualities which comprise a true professional. The Professional Practice experiences will help shape you in who you will become and these experiences will go with you the rest of your career.

Please read this manual carefully as each student needs to abide by the policies and processes as described. This manual is a supplement, not a replacement to the School of Physical Therapy and UIW Student Handbook and we may reference components throughout this document.

The faculty expects that each of you present yourselves in a true professional manner throughout the educational experience including the Professional Practice experience. If you haven't realized it by now, many therapists, health care professionals and others are looking closely at UIW DPT students to see how each will perform in the clinic. I am sure that every inaugural class has faced similar scrutiny, but know that the scrutiny is elevated due to the non-traditional structure of learning (PBL). So be respectful, confident, and studious, exemplifying professionalism throughout each interaction and doing so you will successfully demonstrate you are part of a quality program.

Please know that you may contact the Director of Professional Practice Education or your advisor anytime to discuss problems, successes, or just questions you may have. It is our goal for each student to succeed.

Blessings,

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Core Values of the Mission

**Faith** The University is committed to educational excellence in a context of faith in Jesus Christ, the Incarnate Word of God.

**Service** The curriculum includes a global perspective and an emphasis on social justice and community service.

**Innovation** The University is open to thoughtful innovation that serves ever more effectively the spiritual and material needs of people.

**Truth** The faculty and students support one another in the search for and the communication of truth.

**Education** The University aims to educate men and women who will become concerned and enlightened citizens.

School of Physical Therapy Mission & Philosophy

**Mission Statement**

“To innovatively educate physical therapists who, through skilled, reflective, patient-centered practice, optimize movement and wellness for the common good of society.”

**DPT Graduate Outcomes**

Upon successful completion of the program DPT graduate will be primary healthcare professionals prepared to:

- Practice legally and ethically in diverse environments, distinguished by the pursuit of self-directed learning, mindfulness, compassion, confidence, effective collaboration with others, and with competence in knowledge, reasoning, and skills.

- Develop quality evidence-based physical therapy services focused on patient/client-centered care to individuals and communities.

- Educate patients/clients, caregivers, the public, other healthcare professionals, students, third-party payers, and legislators about physical therapy services including health promotion and wellness.

- Advocate for the common good of individuals and communities, vulnerable and underserved populations, the profession of physical therapy, and other healthcare professions.

- Engage in the reflective process to foster personal and professional growth.
PROFESSIONAL PRACTICE EDUCATION EXPERIENCES

The Professional Practice Educational experiences are integrated into the course sequencing to allow students the opportunity to develop skills outside of the didactic setting. PPE1 will be at the end of the summer session one, PPE2 will be at the beginning of the summer session two and PPE3 & PPE4 will be scheduled in the Fall/Spring of the last two program semesters.

DPT 6318 – Professional Practice 1 - This is an introductory, 6-week, full-time experience following successful completion the first three semester’s didactic work. Students will demonstrate competence in basic assessment skills including communication and application of ethics, comprehensive screening examinations, fundamental physical therapy procedures and simple application of a clinical reasoning model. Under the direct supervision of a physical therapist (as defined by the APTA), students will perform all elements of patient/client management with an emphasis on musculoskeletal dysfunction across the lifespan.

DPT 7428 – Professional Practice 2 - This is a late Intermediate 8-week full-time experience following successful completion of five semesters of didactic work and one professional practice experience. This experience will focus on development of accountability, self-assessment, and an understanding of professional competence. Under the direct supervision of a physical therapist, students will perform all elements of patient/client management with an emphasis on musculoskeletal, neuromuscular and/or cardiopulmonary dysfunction across the lifespan. This experience will use the student’s more advanced evaluative skills in initial program planning and treatment of complex patient cases. By the end of the third year, we expect students to have the basic tools to begin entry-level practice, but still need experience and development in several areas.

DPT 8818 – Professional Practice 3 - This is an integration-level 16-week, full-time experience following successful completion six semesters of didactic work and two professional practice experiences. Students will demonstrate professional behaviors and competence in communicating professionally and working collaboratively in a team, and using the International Classification of Functioning, Disability and Health model, perform a full systems screening, examination, evaluation, diagnosis and prognosis, intervention and outcome assessment for patients/clients with musculoskeletal, neuromuscular and/or cardiopulmonary dysfunction across the lifespan in a variety of settings under the direct supervision of a physical therapist (as defined by the APTA). The student will perform documentation and treatment management, discharge planning, and consultation with the interdisciplinary team for the patients.

DPT 8728 – Professional Practice 4 - Emerging Roles in Physical Therapy - This is integration to entry-level 14-week emerging roles in physical therapy professional educational experience under the direct supervision of a physical therapist (as defined by the APTA) or other health care professional. Students will engage in an individualized experience, in consultation with a faculty member, such as administration, consultation, research, specialty clinical practice, or scholarship of education in unique settings such as underserved communities using elements of PT reasoning, Patient/client management, Foundational science, Professional practice, with an emphasis on integration of previous didactic and clinical experience.
Role of the Director of Professional Practice Education (DPPE)

The DPPE has multiple roles here at the UIW School of PT. The primary role is to manage, coordinate and develop PPE’s for students to choose from that would offer a variety of experiences encompassing most facets of physical therapy practice. The DPPE maintains all clinical affiliation agreements with the established PPE sites. It is the responsibility of the DPPE to collaborate with each student to ensure successful application of the classroom and small group learning into clinical practice. Also the DPPE is the instructor of record for all PPE experiences and will provide determine the final grade.

Role of the CCCE and CI

The Center Coordinator of Clinical Education (CCCE) is to be the primary contact for each facility for determination of the number of potential PPE slots for students, maintain regulations and rules for the facility, and selecting an appropriate Clinical Instructor (CI) for the student. All affiliated schools will send a letter to the facility in early March the calendar year prior to placement opportunity. The CCCE will usually notify the DPPE of available slots 1-2 months after the letter is sent. After the matching process the DPPE will notify the facility that a student chose their site and to clarify any other expectations. The CCCE will notify the student of any requirements that need to be completed prior to the PPE experience. Most of the requirements are listed in the affiliation agreement on file with the DPPE. The DPPE will reinforce these requirements as needed during preparation sessions.

The CCCE and CI will determine the orientation schedule, patient schedule and clinical hours for the student. The CCCE and/or CI will minimally provide the student a mid-term and end-of-term summative evaluation of the PPE. It is advised that the CCCE and/or CI provide feedback periodically and regularly to the student especially during the first PPE when the student is learning the setting and role of the physical therapist. The CCCE/CI will provide written feedback to the student and DPPE at mid-term and within one week after the conclusion of the PPE.

Role of the Student

It is the student’s responsibility to be proactive in the planning and follow up on all items associated with PPE’s. The expectation is that each will have an active role in the learning process.

Responsibilities:

- Submit to the DPPE your preferences and all other required paperwork for PPE placements by appropriate deadlines.
- Plan for all costs associated with PPE’s (transportation, food, housing and other necessities). Remember the student is not allowed to maintain employment during PPE experiences that would interfere with the learning process (see student handbook).
- Discuss with the CCCE or CI the appropriate dress code designated by the PPE site.
- Read and abide by the policies, procedures and standards of the University, the SoPT, the clinical facility and the profession. This includes confidentiality, conduct, attire, hours of attendance, etc.
- Notify the CI and DPPE when unable to attend clinic. This includes late arrival and early departure unless directed by your CI.
- Make arrangements with the CI (in advance when able) to make up missed (excused or unexcused) time and notify the DPPE of such.
- Be an active participate in the PPE process. Work to develop technical, professional skills, behaviors, and attitudes. Reflect on why you chose to be a physical therapist.
• Review the Essential Functions in the student handbook and ensure that you are striving to progress in each dimension.
• Communicate any issues or concerns during the PPE experience to the appropriate individual (CI, CCCE, DPPE). If there are areas you are not comfortable with then make sure you speak to someone.
• Complete any and all assignments during the PPE experience.
• Provide formal and informal feedback to the CI and DPPE regarding the learning experience.

Profession Practice Education Selection Process

Introduction:

Each student is responsible for participating in the planning and on-going self-reflection of the PPE experiences. The overall curriculum has been designed so that the student has a variety of PPE experiences. These will include experiences across the lifespan and for various practice settings for the first three experiences and the expectation of developing/choosing an emerging role PPE experience. The process to set up practice sites can be extensive, however one of the hallmarks of our PPE here at UIW is to provide each student with experiences which will prepare you for entry level practice in any realm of physical therapy, but also tailored to emphasize your interests. This will require you to provide input in site selection and possibly working with the DPPE to develop PPE sites to meet the individual needs.

An expectation that faculty has to prepare you to meet the program outcomes includes each of you planning to perform at least one PPE experience away from the San Antonio area. Many benefits to your personal development will be gained by being “sent out”. Take advantage of the PPE opportunities for you to travel and live in places that would not be available to you in many cases. Overall, the needs of students will be considered for each PPE placement. In addition there is no guarantee that you will be placed at the site that you would like to be your “top choice.”

Timeline:

Matching for PPE 1 will take place in the fall/winter of the first year. Matching for PPE 2 and 3 will take place in fall/winter of the second year. The final PPE experience will be selected in Spring/Summer of the third year.

Affiliation Agreements:

To assure that each student is exposed to a variety of quality settings, the DPPE identifies the affiliated and potential site by their responsiveness to student needs, acceptance of students for PPE experiences, staff expertise, regular and timely communication, and provision of high quality patient care services. Additionally, to add PPE sites if they provide unique opportunities for students and/or increase the number of options available to students for practice in specialized areas.
Considerations for Selection and Retention of Professional Practice Sites

Suggestions from students for new Professional Practice sites are encouraged and should be addressed by the DPPE. It is the responsibility of the DPPE, and not the student, to make the formal contact with the potential site to facilitate an agreement. However, students are allowed (but not required) to ask the site the following questions to provide information to the DPPE.

- Is the site interested in an affiliation agreement with UIW?
- What is the primary patient population seen at the facility?
- Do they have a student program or have they taken students before?

The DPPE will determine if it is in the best interest of the UIW School of PT to pursue an affiliation agreement. Aspects that are considered are:

- Appropriate accreditation by local, state, or federal organizations.
- Staffing is adequate for the patient load and types of disabilities encountered.
- Types and numbers of patients cared for are adequate to meet the general or specific needs of the students (disability, specialization).
- Administration’s attitude toward clinical education; recognition of the time and effort required by the staff; promotes the clinical education program.
- Atmosphere is conducive to learning as demonstrated through the availability of supervision, space, equipment, and educational resources.
- Clinical atmosphere is conducive to learning as evidenced by positive staff/administrative interactions, and the ability to assist and facilitate goal setting and attainment with students.
- Staff displays interest and a genuine commitment to clinical education through well-constructed verbal and written feedback to students and to the program, and attendance at clinical education workshops and programs as available.
- The site’s philosophy is congruent with the School of PT’s philosophy.

In order for a student have a choice to perform their PPE at a particular site, an affiliation agreement has to be in place prior to the site being sent a request for student placement for a particular PPE experience. There may be special circumstances that the site and the DPPE is actively working on the signatures to the agreement and have verbally agreed to the relationship when the site receives a request for student placement. The University and the Professional Practice site maintain a copy of the executed agreement. In addition, the affiliation agreement often expires after a certain number of years, so the DPPE maintains a record of when each agreement needs to be updated.

In addition to the affiliation agreement, the DPPE requests information from the site in the form of the Clinical Site Information Form (CSIF). The DPPE also strives to make a site visit to the facility (or “parent” facility) prior to a student completing an experience. If the DPPE is not able to make a visit to the site prior to a student going, either the DPPE or designee will make every effort to make a visit while the first student is there. If a site visit is not possible then the DPPE will speak with other Universities that affiliate with the site of interest for input.

For each affiliated site, a Slot Request Form is typically sent in early March (or later) for the site availability to accept students for the following year. Often the DPPE will call or email the site to discover their needs and to inform them of what student placement needs we may have.
Goals and Objectives:
Each student will need to develop specific goals and objectives for each PPE experience. The DPPE and your advisor will guide you through this process.

Pre-Selection Process:
The PPE information exchange for year 1 will be performed during the fall semester and may take place during Professional Topics, through communication on Blackboard and/or a special called meeting to prepare for your PPE plan that you will utilize in selecting the PPE experiences. Individual meetings will take place with the DPPE prior to the selection and placement of each student.

PPE placement planning decisions should be guided by an effort to assure that student experiences address the following:
- Management of patients/clients representative of those commonly seen in practice across the lifespan and the continuum of care;
- Practice in settings representative of those in which physical therapy is commonly practiced;
- Interaction with physical therapist role models whose practice is consistent with the program’s philosophy of practice;
- Opportunities for involvement in interdisciplinary care; and
- Other experiences that lead to the achievement of expected student outcomes.

Students are required to participate in PPE in an outpatient primarily orthopedic setting and at an in-patient setting. Examples of settings that may assist in accomplishing these goals may include at least two or more of the following:
- A hospital setting (inpatient acute, inpatient rehab, or long term acute care)
- An outpatient setting (with primary caseload of orthopedic diagnoses)
- A rehabilitation setting (Inpatient or outpatient, skilled nursing facilities-considered to be inpatient, or other similar types of facilities.)
- A specialty area (pediatrics, geriatrics, sports medicine, aquatics, women’s health, wound care, etc.)

The DPPE plans ongoing communicating with students regarding the PPE choices available. The student will be able to access information regarding potential PPE sites on Acadaware, to begin the selection process with the above thoughts for planning in mind. The DPPE’s goal is to have as much information about the site available.

Please be aware that some sites have special requirements to complete and are contained in the PPE agreement. The student will have access to the agreement requirements in advance of the PPE. The student is responsible for completion of these requirements prior to the deadlines imposed by the setting. The DPPE and CCCE/CI will be available to assist the student in completion of these documents and requirements. If there is information you would like to know but are not able to access, please call/text, email or visit the DPPE’s office.

Selection Process:
For year 1 the matching process will be according to the following:
- During September/October of year one, the DPPE will meet individually with each student to discuss their overall plan and obtain their thoughts on what practice area they think at this time would be of most interest to them. Preliminary planning will occur for the type of site for all 4 experiences so proper matching can be done for the first experience. The DPPE understands that some students, after completing PPE 1 will
change their practice area focus that they thought they wanted to do for a longer experience.

- During the Fall of year one, each student will log into Acadaware and elect their top 5-10 PPE choices (from all the choices). Basically list 5-10 places that the student would be comfortable completing their PPE experience. A review all of the information available in making selections will be beneficial. Many sites have submitted a Clinical Site Information Form (CSIF) which gives much information about the clinic. The student may want to consider viewing the website of the facility (if applicable). If the student would like further information, please speak to the DPPE.

- The DPPE will compile the selections and analyze each to ensure that a compatible placement will occur and to work out the selection process with the class. This may include speaking with the student individually during the process. The following considerations when making the final decision on placements:
  - Goal to provide each student with a variety of practice settings
  - Location of the site
  - Expectations of the clinical faculty
  - Student goals of PPE experience

- Matching for the PPE experience will begin within 2-4 weeks after the deadline of the PPE Request Form submittal.

- The office DPPE will provide written communication to you on the proposed final placement and will await the student’s thoughts prior to making the “match” official. This may require the student to check the site in Acadaware that they have been matched with from one of their choices. The office of the DPPE will communicate the need to review prior to the site being sent a letter that the student will be coming for the selected time. Ultimately the DPPE will make the final approval for the site selection.

- Following the process, each site will receive a confirmation letter/email listing who will be attending their site. Further communication to the site regarding the experience will be sent at a later date.

**Professional Practice Experience Selection Changes**

The University of the Incarnate Word School of Physical Therapy reserves the right to change a student’s PPE assignment at any time. Facilities have entered into an affiliation agreement with UIW. It may be necessary for the program to change PPE sites due to unforeseen events.

The PPE selection may change because: 1) the clinical facility has notified UIW of the inability to fulfill their agreement; or 2) a student wishes to appeal their PPE assignment for hardship reasons.

If the facility cancels a PPE experience for any reason, then the following procedure should be followed:

- As soon as the DPPE receives notice of the cancellation the student will be notified as soon as possible. The DPPE and the student will determine the next best PPE site.

- It is the responsibility of the DPPE to make personal contacts with other facilities that have an affiliation agreement with UIW to arrange alternative PPE plans for the student.
• Under no circumstances should the student initiate contact with an existing or current PPE site without prior consent of the DPPE as this may jeopardize our relationship with the facility.

• The DPPE may need to change the dates, times and/or setting in order to properly place the student so that the student may fulfill the PPE requirements.

• The DPPE will notify the student of the new PPE site at the earliest possible time so that they can initiate communication with the facility and complete the necessary paperwork.

• The student is responsible for financial support, transportation and housing at the new PPE site.

The student may appeal the PPE placement secondary to hardship.

• If a student faces undue hardship, he/she may appeal in writing to the DPPE.

• This appeal should contain at least the following information:
  o PPE Facility Name
  o PPE Course number and dates of assignment
  o Hardship Reason: Undue hardship is defined as a special circumstance, which would make it extremely difficult for the student to complete the PPE experience at the facility to which they have been assigned. Hardship examples are pregnancy or pregnancy of your significant other; child, significant other or immediate family member illness that requires your constant monitoring and previous employment with the facility where you have been assigned.

• It is the student’s responsibility to plan financial support for these PPE experiences in advance of assignment. Lack of financial resources to attend the assigned site will not be considered a hardship.

• The DPPE will determine final placement for each PPE.

DPT Student Responsibilities for PPE Preparation

Preparation Guidelines
To best meet the goals and objectives of the PPE as well as to optimize the learning that will occur in the clinic, each student will have to study during the PPE. This may include time with your CI, evenings and weekends. Please do not expect the 40 hours a week in the clinic will be all the time needed to complete the learning objectives.

Contacting the Clinical Site
Approximately six to eight weeks before the start of each PPE experience, the student will send an introductory letter in a packet of information to his/her CCCE/CI. This is very important since some health care systems need to “in-process” you a few weeks in advance in order to have background checks and electronic health record clearance completed so there will be no delay in your ability to perform patient care. More specific instructions will be provided closer to the matched experience.

This packet should include:
• A profile of yourself
• Student Data Form with emergency contact information
• Proof of immunizations
• Proof of BLS for healthcare professionals.
• Proof of health insurance (if facility requires it)
• Clinical learning objectives
• Any specific questions the student may have about the particular clinical experience
• In addition, each student is required to follow up with their site to determine if they will need to have a background check or drug testing prior to attending. Each facility may have different requirements so it is your responsibility to discover what is required and to make the appropriate accommodations. Please consult with the office of the DPPE if you have questions. The DPPE will provide a copy of the Professional Liability Insurance policy via Blackboard and/or Acadaware.

Approximately 1 - 2 weeks after sending the letter the student will contact the facility to ensure the packet was received.

Approximately 2 weeks before the start of each PPE, the student is expected to contact his/her Clinical Instructor directly to:

• Confirm location/site of clinical
• Confirm any special requirements have been completed (background check, drug testing, etc.)
• Clarify any goals and objectives.
• Inquire about any special requirements and procedures that need to be completed before starting the clinical experience.
• Inquire about dress codes and schedule for the first day (what time you should arrive).
• Inquire about important areas or diagnoses to review before beginning.

During the PPE the student will be required to engage in self-reflection, self-evaluation, and to communicate actively with the CCCE/CI about the PPE.

Students are encouraged to communicate with the CCCE/CI and DPPE about their feedback in order to enhance the PPE and develop a collaborative link between didactic and clinical learning experiences.

Medical Conditions, including Pregnancy

Immediately upon medical confirmation, any medical condition that may impact the ability of a student to safely and fully participate in the PPE experience should be reported to the DPPE and/or Dean. This will allow planning of a learning experience that will ensure maximum safety to all concerned.

ADA

Due to privacy laws, the DPPE is prohibited from discussing any disability with the clinical site without the student’s written permission. It is recommended that discussions between the student and the CI occur at the beginning (orientation) of the PPE experience to discuss any relevant information that may affect the student’s performance.

If you would like the DPPE to discuss it with the CCCE/CI at any point then written permission is needed from the student.
Immunizations, Certifications, and Related Requirements

Prior to being allowed to participate in any clinical experience, students are required to submit or meet the following:

- Immunization/Laboratory test results – must submit official immunization records and laboratory test reports to include:
  - Hepatitis B series and/or titer (Booster or additional series may be required if immunity not achieved).
  - Tdap or qualified waiver-current within the last 2 years; Tdap needs to have been obtained in the past 7 years. If beyond that then obtain again (note a Td will not meet the requirements of most sites).
  - 2 MMR (only 1, if born before 1957)
  - TB skin test or negative chest radiograph (current for the year)
  - Varicella Zoster titer or history of (chicken pox) disease as medically documented by a licensed health care provider (vaccine will be required if immunity not achieved); official documentation must be provided in any case
  - Current year flu vaccine if the experience will take place during flu season (PPE 3 and 4 – be sure to obtain the flu vaccine just prior to or during your PPE 3 as the vaccine needs to be for the current flu season).
    - It is recommended that you have the flu vaccine each year during your time in the program so any volunteer/observation experiences could be completed without a delay as some places require volunteers/observers to have the flu vaccine as well.

- Health Insurance documentation – must be maintained while in program
- Cardiopulmonary Resuscitation (CPR)/Basic Life Support (BLS) certification must be completed prior to your first PPE 1. UIW will mandate you take part in BLS for healthcare professionals at the beginning of the first summer semester which will certify you through graduation.
- OSHA training (will be completed at the SoPT)
- HIPAA training (will be completed at the SoPT)
- Absence of problematic criminal history or record
- Negative drug/alcohol screen as requested by facility

A background check was required prior to entry to the program. If a site requests that the student have a background check performed, the student can consult with the DPPE or the office of admissions to obtain a copy of the one performed upon matriculation. If the site requires a check that is more recent then the student is responsible for obtaining.

Additional laboratory testing, screenings and/or certifications may be required by individual clinical facilities. If required, it is the responsibility of the student to fulfill and cover the cost of such.

Onsite at the Professional Practice Experience – Student Responsibilities

Orientation

The student should have an adequate orientation to the clinical site. Orientation is one of the most important aspects of a positive and productive experience for the students, as well as the CI. Please see page the appendix of this handbook for further information about what should be included in the student’s orientation.
Clinical Experience

Affiliated sites are expected to provide educational experiences consistent with Physical Therapist professional education for any student accepted for a professional practice educational experience. This would include all aspects of patient care and practice management as is appropriate to the unique clinical facility and to the student’s level of education and experience.

Student Supervision

A physical therapist must be on the premises for any student to perform direct physical therapy patient care. All supervision of student education must be performed in accordance with state law and applicable state, federal, payer and university policies. For clinical education purposes, UIW has adopted the APTA policy as follows:

STUDENT PHYSICAL THERAPIST PROVISION OF SERVICES HOD P06-00-18-30
[Amended HOD 06-96-20-33; HOD 06-95-20-11] [Previously titled: Position on the Provision of Physical Therapy and Physiotherapy Services by Student Physical Therapists) [Position]
Student physical therapists, when participating as part of a physical therapist professional education curriculum and when acting in accordance with the American Physical Therapy Association policy and applicable state laws and regulations, are qualified to provide services only under the direction and direct supervision of the physical therapist, who is responsible for patient/client management. Direct supervision means the physical therapist is physically present and immediately available for direction and supervision. The physical therapist will have direct contact with the patient/client during each visit that is defined in the Guide to Physical Therapist Practice, as all encounters with a patient/client in a 24-hour period. Telecommunications does not meet the requirement of direct supervision.

Relationship to Vision 2020: Professionalism; (Practice Department, ext 3176)

Student PT Services: Accessed 06/25/13

Attendance

Remember that your attendance is directly related to the 10 professional behaviors discussed in Professional Topics and in the SoPT Handbook. The student is required to be in attendance at the PPE site during the hours determined by the CCCE/CI. It is expected that the student will work at least 40 hours a week during the time at the PPE site unless it is a holiday week. Missed PPE hours must be made-up by the end of the experience with your CI providing the ultimate discretion. Please consult with your CI on what is needed.

We will treat absences from the PPE site as follows:

“Excused Absence” - An absence can be excused only if the student has notified the DPPE and clinical instruction/facility prior to the scheduled beginning of the missed day. Excused absences could include illness, ill family member, death of immediate family member, jury duty, military duty, or other circumstance with prior approval by faculty member. Excused absences require documentation at the discretion of the DPPE.
“Unexcused Absence” - An absence which does not meet the definition of excused absence or one in which the DPPE and clinical instructor were not contacted prior to the scheduled time is considered unexcused.

Policy regarding unexcused absences:
- Unexcused absences are unacceptable during PPE experience. Violation of this policy could result in written counseling and/or a failing grade for the course. If a student does not communicate in a timely manner with their CI/DPPE of the absence there is a likelihood of the student receiving a professional behavior citation.

Policy regarding excused absences:
- Excessive excused absences may result in an inability to successfully complete/pass the experience if those absences put the student at risk for not meeting the total number of required hours in the course and/or PPE component of the Program.

Students who are tardy may be considered absent and the same procedures and policies apply.

PPE experiences are full time and therefore, employment during the experiences is not feasible. Be aware that if a student attempts to work during PPE experiences and employment interferes with attendance and participation in the experience, these absences will be unexcused and students will be subject to disciplinary action or dismissal from the program.

Students are expected, as a general rule, to work the “schedule” of the clinical instructor, during full-time experiences. This may include (but is not limited to) alternate weekly schedules (four 10-hour days vs. five 8-hour days) and weekend/after hours coverage. The holiday schedule of the facility, not the University, applies for PPE courses.

**Dress Code**
Prior to the PPE experience, students will inquire of the facility’s dress code and follow accordingly. Students may be required to purchase specific items of clothing to meet a PPE site’s requirements. Some facilities require the student to wear a lab coat in addition to professional dress. Lab coats will be the financial responsibility of the student. It is a legal requirement that each student wear a name badge at all times during the PPE experience. If a facility requires a facility-specific badge, the student may wear that name badge instead of the UIW name badge for the experience. Name badges are to be seen above the waist at all time.

**Professionalism**
Just as it is expected in the SoPT, the expectation is that each student will act with good judgment during the PPE experiences. It is against healthcare ethics to engage in a dating relationship with patients; engage in anything other than a professional relationship with employees in the clinic, CI’s, etc. If for any reason your significant other would visit you at a PPE site, make sure that your interaction with him/her is appropriate and that you both would refrain from any behavior that would cause those around you to be uncomfortable for any reason. If you have any questions or concerns please consult with your CI and DPPE.

**Mobile Phones**
Student may use mobile phones according to the clinical site’s policy. However, pictures may not be taken or transmitted under any circumstance due to patient privacy regulations.
Students who do not adhere to this policy will be removed from the PPE site immediately if the site requests the removal of that student.

Students should refrain from sending text or email messages during business hours unless explicitly given freedom by your CI to do so on a break or otherwise. Clear communication between you and your CI is needed as without it could be perceived that the student has a lack of focus and interest in the patient and learning opportunities available at the PPE site.

If the phone must remain on due to a possible family emergency situation, inform the CI of the possibility so that there is no misinterpretation that it is being used for personal reasons during business hours.

**Student Weekly Assessment**

To ensure that the student is on track for successful completion of the PPE experience to accomplish all goals/objectives and to enhance/invite dialogue between the student and CI on student performance, the weekly assessment template (see Appendix C) is an excellent tool to use. The CI is invited to complete independent of the student, but it the student can share with the CI how he/she is doing and ask the CI to provide at least verbal feedback. This can be done rather quickly and not something that needs to take time from the clinic schedule.

**Communication with DPPE/Mid-Point Visit**

The DPPE will contact the CI and/or student to arrange a mid-point visit or phone call to discuss the student’s progress and be able to provide any answers to questions the CI may have. The CI and/or the CCCE are encouraged to contact the DPPE at any time if questions or concerns arise. The student, CI or CCCE are encouraged to contact the DPPE immediately at the first sign of any concerns regarding student performance that concerns critical skills, patient safety, or other performance/behaviors that would indicate a student may not pass a given PPE experience.

**Student competence**

Prior to PPE placement, students are expected to demonstrate safety and competence in appropriate lab and simulated patient evaluation/ intervention skills and knowledge. Due to the nature of UIW’s Problem Based Learning (PBL) curriculum and the spiraling effect that it has as the student will go deeper into the learning process as each progresses through the curriculum, the student may be asked by the CI to perform a skill that may not be familiar. The student is expected to communicate with the CI if he/she is uncomfortable performing a skill that may be new. The student/CI should collaborate with how the knowledge and skill mastery will be obtained.

**PPE Experience – Concern of Student Progress**

In the event that a student is dissatisfied or is having difficulty at his/her PPE site, the following steps must be taken:

The student should first express his or her concerns to the CI. Most problems will be resolved by this approach. If the difficulties persist, the student should contact the DPPE in a timely manner. When the student contacts the DPPE, the DPPE will document in writing the time, date, and concerns as well as recommendations made to the student. A summary statement will be placed in the student’s file. If necessary, the DPPE will arrange a meeting with the student, the CI, and/or CCCE to attempt resolving any issues and to develop a plan for a
successful PPE experience. That plan/strategy will be documented and placed in the student’s file.

In the event that a CI has concerns about the performance of a student, the CI should address with the student. The date, time, and areas discussed, as well as recommendations made should be written and signed by the clinical instructor and student. The CI should contact the DPPE immediately to share the considerations and the agreed upon performance expectations. The DPPE may choose to visit the site to observe the student directly. In most instances, a plan will be developed and implemented to address concerns and help the student successfully complete the PPE experience. A written summary of the meeting and the action plan should be signed by all in attendance and placed in the student’s file. The Program Director will also be informed of the meeting resolution. If after intervention, the student does not meet the specific goals and objectives of the PPE experience, successful completion of a remediation assignment may be required (See Student Handbook for Remediation). If the student’s performance has endangered the welfare of a patient/client, the DPPE or Program Director may act to withdraw the student immediately and issue a failing grade.

Facility Rules and Regulations

Students are expected to comply with the rules and regulations of the PPE site. The site must inform the student of these rules and regulations.

HIPAA and Related Policies

At the PPE sites, students have access to confidential information related to patients/clients of the facilities they enter. PT students receive training in protecting patient/client confidentiality and HIPAA guidelines. It is the responsibility of the student to maintain confidential any information related to patients and/or clients. Specifically, per HIPAA guidelines, the following behaviors are prohibited:

- Releasing confidential patient/client information by any means (i.e., verbally, electronically, or in print) to any individual/agency who does not have the legitimate, legal or clinical right to the information
- Unauthorized use, copying, or reading of patient medical records
- Unauthorized use, copying or reading of employee/hospital records
- Taking patient records outside the clinical facility
- Any tampering of patient information

This policy applies not only to patients/clients with whom the student has direct contact, but to any personal/confidential information the student may have access to during the PPE setting. The student is also to use discretion when discussing patient/client information with other appropriate individuals to assure that the nature of the discussion remains professional, pertains only to information clinically relevant, and cannot easily be overheard by those not involved in the patient’s care. Additionally, some facilities will have their own published policies/procedures related to protecting patient/client information that students are expected to follow.

Any other information available at the PPE site, particularly that which could be considered proprietary, (e.g. treatment protocols, administrative information, etc...) is only to be used with the express consent of the facility.

Violations of this policy may result in sanctions and may be grounds for dismissal from the program.
Student’s Relationship to Facility

Any PPE site accepting a PT student for an experience agrees not to hire the student to work at the same clinical site during the PPE course. The student should not be substituted for paid staff during the experience. The student may NOT assume the responsibility or place of a qualified staff person. However, as the student demonstrates proficiency in clinical skills, she/he should be permitted to perform with less, but still appropriate, supervision.

Early Termination of the Clinical Experience

Following consultation with the CCCE and the CI, the DPPE or a UIW PT faculty may remove a student from the PPE site if, in their judgment, the student is performing incompetently or poses a safety threat to the patients or staff of the facility. The PPE site supervisor and the CI may immediately remove any student from the premises who poses an immediate threat or danger, or for just cause under the site’s disciplinary policy. The student may receive an incomplete or unsatisfactory for the course.
Minimal Expectations for PPE’s Using the PT MACS

Below are the minimal expectations for PPE’s. It is the expectation that each student will strive to achieve beyond this for each experience.

University of the Incarnate Word
School of Physical Therapy

GRADING CRITERIA FOR PROFESSIONAL PRACTICE EDUCATIONAL EXPERIENCES
Minimal Expectations

Definitions: “Work on,” means a final rating of NI; “Complete” means a final rating of + or √

<table>
<thead>
<tr>
<th>PT MACS SECTION</th>
<th>SPECIFIC SKILLS</th>
<th>DPT 6318 PPE1</th>
<th>DPT 7428 PPE2</th>
<th>PT 8818 PPE3</th>
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<tbody>
<tr>
<td>I. Professional Practice</td>
<td>Skills 1-12</td>
<td>Complete 4 skills Work on 4 skills</td>
<td>Complete 8 skills</td>
<td>Complete all 12 skills</td>
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<tr>
<td>II. Patient Management</td>
<td>Skill 13, 15, 16.1, 16.2, 16.3, 16.4, 17.1, 17.5, 17.6</td>
<td>Complete 3 skills Work on 3 skills</td>
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<tr>
<td>Tests and Measures</td>
<td>Skills 14.1-14.13</td>
<td>Complete 4 skills Work on 4 skills</td>
<td>Complete 8 skills</td>
<td>Complete all 13 skills</td>
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<tr>
<td>Interventions</td>
<td>Therapeutic Exercise (17.2)</td>
<td>Complete 2</td>
<td>Complete 4</td>
<td>Complete 6</td>
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<tr>
<td></td>
<td>Functional Training (17.3)</td>
<td>Complete 2</td>
<td>Complete 4</td>
<td>Complete 6</td>
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<tr>
<td></td>
<td>Manual Therapy (17.4)</td>
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<td>Complete 6 by end of 8818</td>
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<td>Electrical Modalities (17.7)</td>
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<td>Thermal Physical Agents (17.8)</td>
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<tr>
<td></td>
<td>Mechanical Modalities (17.9)</td>
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<tr>
<td>III. Practice Management</td>
<td>Skills 18</td>
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<tr>
<td></td>
<td>Skill 19</td>
<td>Work on every rotation</td>
<td>Work on every rotation</td>
<td>Work on every rotation</td>
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<tr>
<td>IV. Site Specific Skills</td>
<td>20.1-20.6 Tests &amp; Measures</td>
<td>Work on 1 skill</td>
<td>Work on 2 skills</td>
<td>Complete 2 skills</td>
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<td></td>
<td>21.1-21.2 Interventions</td>
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<td></td>
<td>22.2-22.3 Practice Management</td>
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<tr>
<td></td>
<td>22.1 Outcomes Management</td>
<td>Complete at 2 different sites by end of 8818</td>
<td>Complete at 2 different sites by end of 8818</td>
<td>Complete at 2 different sites by end of 8818</td>
</tr>
</tbody>
</table>

On the next two pages, the PT MACS skills are listed out for a reference to the minimal expectations.
<table>
<thead>
<tr>
<th>PT MACS Skill Number</th>
<th>CI Rating</th>
<th>Date Approved &amp; CI Initials</th>
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</thead>
<tbody>
<tr>
<td><strong>Professional Practice</strong></td>
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<tr>
<td>1. Commitment to Learning</td>
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<td>2. Interpersonal Skills</td>
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<td>3. Communication Skills: oral and written</td>
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<td>4. Effective Use of Time and Resources</td>
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<td>5. Use of Constructive Feedback</td>
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<td>6. Problem Solving</td>
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<td>7. Professionalism</td>
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<td>8. Responsibility</td>
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<td>9. Critical Thinking</td>
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<td>10. Stress Management</td>
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<td>11. Safety During Patient Management</td>
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<tr>
<td>12. Colleague or Community Education</td>
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<tr>
<td><strong>Patient Management</strong></td>
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<tr>
<td>13. Patient History and Systems Review</td>
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<tr>
<td><strong>14. Tests and Measures</strong></td>
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<tr>
<td>14.1 Aerobic Capacity/Endurance</td>
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<td>14.2 Arousal/Mentation/Cognition</td>
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<td>14.3 Assistive/Adaptive Devices</td>
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<td>14.4 Gait/Locomotion</td>
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<td>14.5 Integumentary Integrity</td>
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<td>14.6 Joint Integrity/Mobility</td>
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<td>14.7 Movement Analysis</td>
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<td>14.8 Muscle Performance</td>
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<td>14.9 Neuromotor Function</td>
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<td>14.10 Posture</td>
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<td>14.11 Range of Motion</td>
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<td>14.12 Self-Care/Home Management</td>
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<td>14.13 Sensory/Cranial Nerve Integrity</td>
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<tr>
<td><strong>15. Evaluation and Diagnosis</strong></td>
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<td><strong>16. Plan of Care (POC)/Prognosis</strong></td>
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<tr>
<td>16.1 Prognosis</td>
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<td>16.2 Goals and Functional Outcomes</td>
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<td>16.3 Development and Modification</td>
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<td>16.4 Discharge Planning</td>
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<tr>
<td><strong>17. Interventions</strong></td>
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<tr>
<td>17.1 Patient Related Instruction</td>
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<td>17.2 Therapeutic Exercise</td>
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<td>17.3 Functional Training</td>
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<td>PT MACS Skill Number</td>
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<td>17.4 Manual Therapy</td>
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<td>17.5 Equipment Selection</td>
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<td>17.6 Integumentary Repair/Protection (Wound Management)</td>
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<td>17.7 Electrotherapeutic Modalities</td>
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<td>17.8 Physical Agents</td>
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<tr>
<td>17.9 Mechanical Modalities</td>
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</tbody>
</table>

Practice Management

18. Direction and Supervision
19. Care Delivery Management and Administration

Site-Specific Skills

20. Site-Specific Tests and Measures
   20.1 Community Re-integration
   20.2 Environmental Barriers Assessment
   20.3 Ergonomic Assessment
   20.4 Orthotic/Supportive/Protective Devices
   20.5 Prosthetic Management
   20.6 Ventilation/Respiration/Circulation

21. Site-Specific Interventions
   21.1 Community/Work Re-integration
   21.2 Airway Clearance

22. Site-Specific Practice Management
   22.1 Outcomes Assessment
   22.2 Prevention/Wellness/Screening
   22.3 Consultation

23. Facility Generated Site-Specific Skills
   23.1
   23.2
Professional Practice Assessments

Student Assessment of PPE Performance.

The Physical Therapist Manual for the Assessment of Clinical Skills (PT MACS) will be the assessment tool for how the student is performing in the clinic. The DPPE will orient the students to the PT MACS at least two to three months prior to the first PPE experience so all will have advanced knowledge of the expectations of each experience. In addition the CI/CCCE will also be given information in advance of the PPE experience.

The student and the CI are to complete the PT MACS for each experience and the student is to submit it to the DPPE within one week of completion of the experience unless otherwise stated. The DPPE will keep a copy of the PT MACS progress report completed at the end of each experience in the student's file. A compilation of trends from the collective class’ PT MACS will be performed by the DPPE and reported to the faculty for considerations for curriculum updates.

Student Assessment of the PPE and Clinical Site

At the completion of the PPE experience, an overall assessment of the PPE experience will be performed by the student and the CI. This is to provide summative feedback of the CCCE/CI and facility. If there are areas identified for improvement, the DPPE along with the Dean, faculty, staff, CCCE/CIs, and students will take appropriate and reasonable actions to correct any deficiencies identified. Our goal is to have quality opportunities which provide an optimal learning environment for the student. This assessment will be turned into the DPPE and placed in the facility file.

Quality Monitoring/Improvement Processes

The PPE experience that the student is assigned will be reviewed by the DPPE by or more methods: 1) on site review – note: the review may be from another clinical education director with whom the DPPE at UIW has consulted, 2) interview via phone between the DPPE and CCCE/CI, and/or 3) review of the CSIF, 4) feedback from the student. The DPPE will meet with the CCCE/CI to determine the placement of each student, and the DPPE will be provided with summative feedback of the students’ performance. The DPPE will accumulate the feedback and prepare a report to present to the faculty regarding the outcomes of the PPE experiences. If areas of need are identified at the facility, the DPPE will discuss with the CCCE. In addition, if areas of need are identified by the CCCE/CI for the School, then the School will determine areas of development for curriculum components.

Corrective Actions

If corrective actions are necessary, such as if the student is late in submission of paperwork to the facility, the DPPE will notify the student to rectify the non-compliance as soon as possible. If the facility is late with submission of timely feedback regarding the student’s PPE experience, the DPPE will monitor and send reminders to the CCCE/CI. Documentation of these corrective actions will be placed the student’s permanent folder or in the folder of the PPE facility. If the process is slowed because of the student non-compliance, and the experience is cancelled, then the student may need to be relocated. Numerous corrective actions will be discussed at faculty meetings and the student may need to be placed on a leave of absence. This action may result in the student not graduating in a timely manner. If the facility is out of compliance, then DPPE may take corrective action that may include a possible visit over the phone or meeting at the facility to negotiate and discuss potential solutions to the problems. If the problems persist, the agreement with the facility may be in jeopardy.
Affiliated CCCE’s/CI’s Rights and Privileges

CCCE’s and CI’s who affiliate with UIW’s DPT Program have rights and privileges. Those rights and privileges include:

- Right to request a conference or to have a student removed from a clinical rotation at any time.
- Right to provide feedback on the curriculum and the performance of program students and to have that feedback documented.
- Opportunity to request individual training and/or information related to clinical instruction.
- Right to provide input on future program applicants.
- Invitation to attend yearly student presentations.
- Opportunity to attend selected guest lectures in the DPT program curriculum.
- Opportunity to attend a Texas Consortium Clinical Instructor Certification Course at a reduced rate (with APTA membership).
- Free access to online library holdings.
- Opportunities for collaboration in clinical research.

Disciplinary Action and Due Process

If unsatisfactory behavior in the Professional Practice setting occurs or persists, depending on the nature and severity of the behavior the DPPE may:

- Counsel the student directly (verbally and/or in writing) and document (outline) expectations for future behavior/performance.
- Provide the student a failing grade for the PPE course which would result in the need to repeat the course and may result in the student being dismissed from the program and/or a delay in continuing in the program.
- Follow the procedures as outlined in the SoPT Handbook for violations of the Student Code of Conduct.

The follow behaviors may result in an immediate assignment of “Unsatisfactory” to the PPE course and/or referral for University Disciplinary action:

- Violation of patient’s right/confidentiality
- Falsifying data and records
- Illegal behavior or act
- Possession or use of intoxicants or narcotics or a positive drug/alcohol test result
- Failure to follow the instructions of employees of the facility (unless following instructions would be unethical or illegal).
- Jeopardizing patient safety
- Any conduct that results in dismissal or a request for removal from a PPE site

Appeals

Please see the Student Handbook for the School of Physical Therapy for details.
APPENDICES

Appendix A

Professional Practice Experience 1 (PPE 1) Site Preference Form

Student Name: 
Phone: E-mail: 
Student desires/goals for this experience (personal and professional):

What is your primary concern/desire for ALL of your full-time clinical assignments (Learning, pt type, location)? (rank 1=most critical; 3=least critical)

_____ Excellent learning environment: ("x" the most critical consideration) 

_____ variety of experiences 

_____ experienced CI

_____ Type of patient: (rank, starting with 1= most critical patient type; use NA if not applicable type )

_____ pediatrics 

_____ geriatrics 

_____ acute care 

_____ neurological 

_____ other: 

_____ Geographic location: state your limitation (if applicable) and why:

List 5 sites that you have interest in attending for your first PPE.

Name of Site: 
Type of Site: 
Location: 
Contact person (if known): Phone: 
Comments (if needed): 

*****

Name of Site: 
Type of Site: 
Location: 
Contact person (if known): Phone: 
Comments (if needed):
Appendix B
Sample Orientation Schedule

Week One: Day 1

- Cordial welcome.
- Tour department- define student area/desk/personal items.
- Introduce student to each staff member.
- Discuss expectations of student and clinical instructor (CI).
- Discuss learning/supervisory styles of student and CI.
- Review orientation manual.
- Lunch – make sure student knows how much time and where they can obtain.
- Observe treatments (preferable of CI) – assist as appropriate.
- May begin patient assignment.

Day 1-5

- Tour facility.
- Confirm special opportunities to be experienced (if appropriate) – schedule times.
- Arrange conference and evaluation sessions (daily, weekly, etc.) to review patients, answer questions, or address problems.
- Issue checklist of available procedures, modalities, and techniques with which the student should become familiar. Make them responsible for completion.
Appendix C

Student Weekly Assessment

DATE: ___________________    WEEK #: _______________________

Student:
Number and type of patients worked with or observed this week:

During the past week, in what areas have you demonstrated improved performance?
(Consider the 5 performance dimensions: quality of care, supervision/guidance required, consistency of performance, complexity of tasks/environment and efficiency of performance)

List areas needing improvement:

Do you feel you had adequate feedback from your CI? { } YES { } NO

Goals/Objectives for the next week:

Clinical Instructor comments:

Student signature: ________________________________________________________

Clinical Instructor signature: ________________________________________________
PERFORMANCE DIMENSIONS*

For Student (and CI if needed) Consideration when performing Weekly Assessment

**Supervision/guidance:** refers to the level and extent of assistance required by the student to achieve entry-level performance.

- As a student progresses through clinical education experiences, the degree of supervision/guidance needed is expected to progress from 100% supervision to being capable of independent performance with consultation and may vary with the complexity of the patient or environment.

**Quality:** refers to the degree of knowledge and skill proficiency demonstrated.

- As a student progresses through clinical education experiences, quality should range from demonstration of limited skill to a skilled or highly skilled performance.

**Complexity:** refers to the number of elements that must be considered relative to the patient, task, and/or environment.

- As a student progresses through clinical education experiences, the level of complexity of tasks, patient management, and the environment should increase, with fewer elements being controlled by the CI.

**Consistency:** refers to the frequency of occurrences of desired behaviors related to the performance criterion.

- As a student progresses through clinical education experiences, consistency of quality performance is expected to progress from infrequently to routinely.

**Efficiency:** refers to the ability to perform in a cost-effective and timely manner.

- As the student progresses through clinical education experiences, efficiency should progress from a high expenditure of time and effort to economical and timely performance.

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