DPT Student
Clinical Education Handbook
Class of 2018

University of Kansas Medical Center
Department of Physical Therapy & Rehabilitation Science
Clinical Education Handbook Table of Contents

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PHYSICAL THERAPY PROGRAM: CLINICAL EDUCATION

Mission Statement
The mission of the Doctor of Physical Therapy program of the Department of Physical Therapy and Rehabilitation Science at the University of Kansas Medical Center is to prepare highly competent, critical thinking physical therapists committed to lifelong professional development so that they deliver high-quality and efficient care throughout their careers. Through a clinical and evidence-based didactic curriculum, our mission is to foster autonomous, professional practitioners, who provide service to diverse and underserved populations and ethical, compassionate care.

Philosophy
The Department of Physical Therapy and Rehabilitation Science recognizes that all members of society deserve to benefit from a health care system that promotes wellness and health. Physical therapy, a dynamic and evolving profession, is an essential component of the health care system. The practice of physical therapy includes services to all individuals through prevention, habilitation, rehabilitation and education. The profession of physical therapy is committed to providing optimum levels of care for all individuals and striving for excellence in practice.

The goal of the Department of Physical Therapy and Rehabilitation Science is to prepare highly qualified, professionally adaptable physical therapists that function as clinicians, educators, advocates and researchers. The functions of physical therapists shift as they strive to meet the needs of a diverse population of consumers and new health care delivery systems. Thus, physical therapists must be flexible and constant learners with a strong background in basic and behavioral sciences and humanities. Successful physical therapists must be self-directed and responsible individuals.

The faculty and administrators must create an educational environment that promotes active participation of the learner in the acquisition of knowledge, skills and attitudes necessary for the practice of physical therapy. Faculty must ensure the rights of students in academic and clinical settings. The curriculum must consist of planned opportunities for education that encourage students to accept responsibility for their own learning and to develop skills as problem-solvers and life-long learners.

Faculty members serve as role models within the university, the profession, and the community. They participate in teaching, community service, research, clinical practice, consultation and governance of the department, the school, the university and the profession. The faculty as a whole is responsible for the development and continual evaluation of the curriculum. We recognize that the profession of physical therapy is diverse, and the backgrounds and activities of the faculty should reflect that diversity. Faculty information can be found on the department website http://www.ptrs.kumc.edu.

Clinical Education Definitions
Director of Clinical Education (DCE): the program faculty responsible for planning, coordination, facilitation, administration, monitoring, assessment and grading of the clinical education component of the curriculum.

Center Coordinator of Clinical Education (CCCE): the individual employed by the clinical site who assigns, plans, coordinates internship assignments and monitors student on-site progress and may mediate student and Clinical Instructor communication during the clinical internship. This is the clinical site primary contact for clinical education.

Clinical Instructor (CI): the physical therapist employed by the clinical internship site that provides the clinical education component of the curriculum. CIs must have a minimum of 1 year of experience in the practice area of the student internship, have active licensure as a physical therapist, and meet clinical competency expectations of the clinical facility. CIs with less than 1 year of clinical experience may serve as a CI for internships less than 160 hours under the close supervision of a CCCE who is an eligible CI.
STANDARDS OF PERFORMANCE AND PROFESSIONAL EXPECTATIONS
Minimum Required Skills of Physical Therapist Graduates at Entry-Level
The KUMC DPT program bases its program goals and student expected competencies on the APTA document, Minimum Required Skills of Physical Therapist Graduates at Entry-Level (APTA 2005). This document can be accessed at: http://www.apta.org/uploadedFiles/APTAorg/About_Us/Policies/BOD/Education/MinReqSkillsPTGrad.pdf

Code of Ethics
Ethical behavior for physical therapist is defined by the APTA. Students are accountable for ethical practice and behavior. The principles for ethical practice of physical therapy can be accessed at: http://www.apta.org/uploadedFiles/APTAorg/About_Us/Policies/HOD/Ethics/CodeofEthics.pdf

Medicare Reimbursement for Student Services
Patient care provided by students is not reimbursable for patients with Medicare Part-B. However, this regulation only applies to outpatient services, whereas student minutes can count for patients with Medicare Part-A in skilled nursing facilities and inpatient settings where the supervising therapist is within "line of sight." Thus, this regulation does not apply to all types of clinical settings. The APTA has suggested strategies for providing physical therapist student clinical education with adherence to Medicare regulation: http://www.apta.org/Payment/Medicare/Supervision/

Student Supervision Guidelines
It is the position of the APTA that student physical therapists, when participating as part of a physical therapist professional education curriculum and when acting in accordance with APTA 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 management. Direct supervision means the physical therapist is immediately available for direction and supervision. The physical therapist will have direct contact with the patient during each visit that is defined in the Guide to Physical Therapist Practice as all encounters with a patient in a 24-hour period. Students are also required to abide by any policies of reimbursement sources.

GUIDELINES FOR CLINICAL EDUCATION
OVERVIEW OF THE CLINICAL EDUCATION PROCESS
Clinical education is divided into two distinct sections: integrated clinical experiences and clinical internships. The entire clinical education program is an essential part of the physical therapist education program. Clinical education not only allows the student to practice and apply concepts and skills learned in the classroom to the real world setting, it also allows the student to expand their didactic knowledge, develop necessary communication and interpersonal skills, develop good work habits, develop clinical competencies and identify role models. Obtaining a wide variety of experiences fosters the development of a well-rounded, versatile physical therapist and allows the student to assess their future goals and needs. The clinical education program is designed to prepare the graduate for entry-level, generalist practice. While some internships may offer specialized experiences beyond entry-level, general practice that is representative geographically and through the lifespan is the priority in internship assignments.

Integrated Clinical Experiences:
Integrated Clinical experiences are individual courses within the curriculum. Course coordinators are responsible for assigning, managing the supervision and evaluation, and grading of student performance in the class. Students will rotate through designated sites as determined by the course coordinators.

Clinical Internships:
The DCE is responsible for scheduling and assigning students to clinical internships. Each class of students will have one assigning DCE who is responsible for all internship assignments during each fall and spring semester. Students are given opportunities to share information with their assigning DCE regarding their interests and preferences for locations and types of facilities for each level of clinical education. Clinical assignments are based on multiple factors including the availability of placements and may involve out of town travel.
The Department of Physical Therapy and Rehabilitation Science currently has contractual arrangements with nearly 300 facilities and practices within the United States and in foreign countries. Students are sent only to those facilities in which a contract exists. The list is available on Blackboard or in the student tracking system.

Student accessible files containing facility information is located on the CSIF website, student tracking system and the Clinical Education Group on Blackboard. Students are encouraged to utilize information in developing their preferences and rationale for requesting placement at a particular facility. Feedback from students who are currently in the Program and have already been assigned to particular facilities is a great source of informal assessment of the opportunities available. The DCE can also provide valuable insight into the clinical sites you may wish to consider.

Additional information regarding clinical education is available in the Clinical Education materials provided to students before each clinical education rotation and is also located on the department website: http://www.kumc.edu/school-of-health-professions/physical-therapy-and-rehabilitation-science/doctor-of-physical-therapy/clinical-education.html.

**Schedule and Time Lines**

Clinical education is an essential part of the preparation of physical therapists. The DPT curriculum provides clinical education in a variety of practical settings through integrated clinical experiences during the first two years of the curriculum and long term clinical internships during the last year of the curriculum. Students are expected to attend sites in the major areas of physical therapy practice.

**First Year**
- Integrated Clinical Experience I – semester 2 (fall, first year)
- Integrated Clinical Experience II – semester 3 (spring, first year)

**Second Year**
- Integrated Clinical Experience III – semester 4 (summer semester between first and second year)
- Integrated Clinical Experience IV – semester 5 (fall, second year)
- Integrated Clinical Experience V – semester 6 (spring, second year)

**Third Year**
- Clinical Internship I-II: (9-12 weeks beginning and extending through the fall semester
- Clinical Internship III-IV: (9-12 weeks): offered during the final spring semester The length of internships is based on site availability and preference.

There is limited availability of modified timelines under special circumstances such as international travel or modified interprofessional education opportunities which will need to be arranged through the DCE.

**Site Requirements**

A primary goal of the clinical education curriculum is to build competency in generalist physical therapist practice that is representative of practice geographically and across the lifespan. To achieve this goal, students participate in integrated clinical experiences in a minimum of four different settings during the first two years of the curriculum before beginning long-term clinical internships. Sites for integrated clinical experiences are limited to specific partnering facilities in the Kansas City metropolitan area. Sites for clinical internships are located throughout the United States. In addition, there are international sites available for long-term rotations including Costa Rica, England, South Africa, Belgium, Netherlands and India. Clinical Internship assignments are made, on the basis of program requirements, student’s educational needs and availability of appropriate sites.

Internships are available in acute, sub-acute, and rehabilitation hospitals, ambulatory care centers, private practices, nursing homes, inpatient and outpatient pediatric facilities, occupation medicine, home health, school districts, child development centers, and some specialty areas such as golf performance, hippotherapy, burn units, women’s health, oncology or administration. In keeping with the goal of
generalist practice, there is a requirement that at all students must successfully complete at least 9 weeks in an inpatient setting and 9 weeks in an outpatient setting.

Clinical internships are assigned at least 6 to 12 months in advance. Students are assigned by the DCE to clinical sites in the summer semester each calendar year. Computer generated matching based on site availability and student preference.

**Formal written agreement**
Before any students are assigned to clinical internships at a specific facility, a legal written agreement must be completed. Formal written agreements exist for all facilities participating in integrated clinical experiences.

**Site selection**
The department makes an effort to select, develop and maintain quality clinical sites. The sites that provide integrated clinical experiences, while limited, have an ongoing close relationship with our department. These sites are pre-selected by the department to match the curricular goals of integrated learning experiences. Students are assigned by groups for rotation through different facilities by the course coordinator. Student requests for group assignment or rotation placements are not allowed.

Many of the program's clinical education internship sites are located throughout Kansas. It is often more fiscally opportune for students to stay in-state for clinical internships and as a state institution, we strive to place student in area clinics to be an active contributor in meeting the needs of our state. Sites are selected based on the following criteria:

1. Compatibility of the academic program and clinical education site philosophy.
2. Commitment to equal opportunity.
3. Clinical site physical therapy services are provided in an ethical and legal manner.
4. Clinical site administrative support of clinical education is demonstrated.
5. Clinical education experiences are planned to meet objectives of the program, clinical instructor and individual student.
6. The site offers a stimulating environment appropriate to the learning needs of students including an adequate number of qualified Clinical Instructors needed to meet student needs.
7. Clinical Instructor(s) demonstrates clinical competence, professional conduct, and effective instructional, supervisory, communication, interpersonal and performance evaluation skills. Clinical Instructors should be active in professional activities.
8. The site demonstrates a willingness to offer internships on an ongoing routine basis.

The DCE may consider developing additional sites for clinical internships only at the request of students, if the proposed site provides an exceptional learning experience that meets the ongoing educational needs of the program. Areas of development currently include certain specialty practices, inpatient sub-acute rehabilitation and acute care hospitals. They do not include general outpatient clinics. The areas of development may change over the course of the time students are in the program, so students inquiring about new site development will need to contact the DCE. New clinical contracts will not be developed for purposes of the students wanting to travel, stay near friends or family, or to procure post-graduation employment.

Clinical sites may initiate contact with the DCE to inquire about becoming an affiliating site. Students interested in a new site may contact the facility to gather information about the willingness to accept students from a new contract and contact information. Students then forward this information to the DCE. At this point, communication is assumed by the DCE and the potential of formulating a long term clinical education relationship is determined, a clinical education initiation packet is sent containing affiliation agreements (unless use of a facility specific contract is requested), overview of the curriculum, copy of student professional liability waiver and a Clinical Site Information Form.
Site Visits
During integrated experiences, course instructors will make routine visits to the participating clinics while students are present.

Visits to clinical internships sites by the DCE are scheduled to occur every 2-3 years for routinely used facilities within the Kansas City Metropolitan Area. Routinely used sites outside of the 300 mile radius may be visited approximately every 5 years, except international sites. Most site visits are performed in conjunction with student placement at the facility. Site visits may be in-person or virtual (using video conferencing technology). Phone consultations may be scheduled with the student and/or clinical instructor when in-person or virtual site visits are not performed. A site may request that the DCE or other faculty members provide their staff with a workshop or presentation.

Evaluation and Communication with Clinical Sites
Evaluation of integrated clinical experiences will occur during and at the completion of each course.

Evaluation of the clinical internship site occurs both formally and informally on a regular basis through written and verbal communications with the facility and student. Information is garnered from the Clinical Site Information Form (CSIF) for learning opportunities meeting the basic site selection standards in the APTA Guidelines and Self-Assessment for Clinical Education. This information is available on the web-CPI website.

The DCE documents site visits and phone consultations as an informal means of gathering meaningful information used to develop a closer relationship with clinical sites and clinical instructors. Formal evaluation is completed online using the Student Evaluation of Clinical Instruction Evaluation. Ratings of either some good learning experiences; student program needs further development or student clinical education program is not adequately developed at this time trigger exploration by the DCE as to the reasons for such ratings from the students and if necessary discussion with the facility. It is suggested that the clinics complete a self-assessment using the APTA Guidelines and Self-Assessments for Clinical Education that is provided in the student clinical education handbook which is available on the KUMC Clinical Education Website:

Dissemination of Student Information to Affiliating Clinics
Prior to integrated clinical experiences, the participating facilities will received the list of student’s names, contact information and assigned days and times for all students. Students will be responsible for maintaining/meeting their assignments as scheduled.

Prior to clinical internship, a letter indicating student’s name, composite and contact information is provided to the site where a student is assigned. A working resume and the student’s individual goals for the internship will also be sent by the student at least one month prior to the internship start date. A Clinical Education Handbook containing clinical education policies and all evaluation forms is available online to each student and clinical instructor. It is student’s responsibility to share this information with their clinical instructor and to inquire about the specific site requirements including clinical instructor work schedule, site requirements and dress code. Each student will to maintain electronic documents that are sent to clinical instructor.

Student Competency Assurance
It is essential that students are demonstrating reasonable progress in their clinical skills during the course of the first two years in the curriculum. Integrated clinical experiences will require meeting the expectations and the completion of assignments in each course as part of assessment designed to meet course objectives as they are listed in the course syllabi.

Students must also show reasonable progress during the course of their internships. Prior to the beginning of the first internship, academic instructors must contact the DCE to identify students who are not demonstrating appropriate clinical competence. A remedial plan would be put in place by the instructor. The DCE should be informed of the plan, and notified when the student has successfully
completed the remediation. Depending on the time the remediation is complete, the student will be able to attend the planned internship or the internship will be reassigned by the DCE.

Clinical Experience Descriptions

**PTRS 720: Integrated Clinical Experience I** (1 credit hour)
A series of weekly supervised clinical experiences and seminar sessions that provide preliminary opportunities for the application of didactic coursework in the clinical environment. In addition to basic physical therapy skills and procedures introduced in classes, emphasis is placed on the development of communication, interpersonal, and problem solving skills in the clinical setting. Prerequisite: Successful completion of semester 1 of the DPT curriculum or permission of instructor. The student should be able to integrate skills learned in didactic curriculum to achieve a beginner level of performance in most aspects of patient and practice management in an inpatient setting.

**PTRS 730: Integrated Clinical Experience II** (1 credit hour)
A series of weekly supervised clinical experiences and seminar sessions that provide opportunities for the application of didactic coursework in the clinical environment. In addition to basic physical therapy skills and procedures introduced in classes, emphasis is placed on the development of professional, teamwork, and leadership skills in the clinical setting. Prerequisite: Successful completion of semesters 1 and 2 of the DPT curriculum or permission of instructor. The student should be able to integrate skills learned in didactic curriculum to achieve an advanced beginner level of performance in most aspects of patient and practice management in an inpatient setting.

**PTRS 820: Integrated Clinical Experience III** (2 credit hours)
A series of weekly supervised clinical experiences and seminar session that provide opportunities for the application of didactic coursework in the clinical environment. In addition to physical therapy skills and procedures introduced in classes, emphasis is placed on the development of safe practice, personal risk management and interprofessional collaboration skills in the clinical setting. Prerequisite: Successful completion of semesters 1-3 of the DPT curriculum or permission of instructor. The student should be able to integrate skills learned in didactic curriculum to achieve an intermediate level of performance in most aspects of patient and practice management in selected settings.

**PTRS 830: Integrated Clinical Experience IV** (2 credit hours)
A series of weekly supervised clinical experiences and seminar sessions that provide opportunities for the application of didactic coursework in the clinical environment. In addition to physical therapy skills and procedures introduced in classes, emphasis is placed on the development of customer service skills, understanding the roles of the physical therapist, continuum of health care in different practice settings and interprofessional collaboration in the clinical setting. Prerequisite: Successful completion of semesters 1-4 of the DPT curriculum or permission of instructor. The student should be able to integrate skills learned in didactic curriculum to achieve an intermediate/advanced level of performance in most aspects of patient and practice management in selected settings.

**PTRS 840: Integrated Clinical Experience V** (2 credit hours)
A series of weekly supervised clinical experiences and seminar sessions that provide opportunities for the application of didactic coursework in the clinical environment. In addition to physical therapy skills and procedures introduced in classes, emphasis is placed on the development of information management, quality improvement and interprofessional practice skills in the clinical setting. Prerequisite: Successful completion of semesters 1-5 of the DPT curriculum or permission of instructor. The student should be able to integrate skills learned in didactic curriculum to achieve an advanced intermediate level of performance in most aspects of patient and practice management in selected settings.

**PTRS 920 Clinical Internship I** (6-8 credit hours)
Nine to twelve weeks of clinical internship. During the clinical internship, the student will have the opportunity to develop the patient care skills needed for successful practice as a physical therapist. The student will work under the supervision of an experienced physical therapist in clinical settings affiliated with the program. Prerequisite: Successful completion of the first 7 semesters of the DPT curriculum or permission of instructor. The student should be able to integrate skills learned in didactic curriculum to
achieve entry level performance in all aspects of patient and practice management in selected settings including inpatient, outpatient and a setting of student’s interest.

**PTRS 921 Clinical Internship II** (6-8 credit hours)
Nine to twelve weeks of clinical internship. During the clinical internship, the student will have the opportunity to develop the patient care skills needed for successful practice as a physical therapist. The student will work under the supervision of an experienced physical therapist in clinical settings affiliated with the program. Prerequisite: Successful completion of the first 7 semesters of the DPT curriculum or permission of instructor. The student should be able to integrate skills learned in didactic curriculum to achieve entry level performance in all aspects of patient and practice management in selected settings including inpatient, outpatient and a setting of student’s interest.

**PTRS 922 Clinical Internship III** (6-8 credit hours)
Nine to twelve weeks of clinical internship. During the clinical internship, the student will have the opportunity to develop the patient care skills needed for successful practice as a physical therapist. The student will work under the supervision of an experienced physical therapist in clinical settings affiliated with the program. Prerequisite: Successful completion of the first 7 semesters of the DPT curriculum or permission of instructor. The student should be able to integrate skills learned in didactic curriculum to achieve entry level performance in all aspects of patient and practice management in selected settings including inpatient, outpatient and a setting of student’s interest.

**PTRS 923 Clinical Internship IV** (2-6 credit hours)
Three to nine weeks of clinical internship. During the clinical internship, the student will have the opportunity to develop the patient care skills needed for successful practice as a physical therapist. The student will work under the supervision of an experienced physical therapist in clinical settings affiliated with the program. Prerequisite: Successful completion of the first 7 semesters of the DPT curriculum or permission of instructor. The student should be able to integrate skills learned in didactic curriculum to achieve entry level performance in all aspects of patient and practice management in selected settings including inpatient, outpatient and a setting of student’s interest.

**PTRS 924 Specialized Internship** (2-6 credit hours)
Three to nine weeks of clinical internship. During the clinical internship, the student will have the opportunity to have exposure to a different health care system such as an international clinical experience, or a specialized area of physical therapy practice. The student will be under the supervision of an experienced physical therapist in clinical settings affiliated with the program. Prerequisite: Successful completion of the first 7 semesters of the DPT curriculum and permission of instructor. Students are expected to develop their own specific learning objectives and provide an annotated bibliography supporting their learning objectives and any applicable performance rubrics. Upon completion, the student will prepare and/or deliver a scholarly paper or presentation.

**STUDENT RESPONSIBILITIES**
The student’s role and level of function is stated in the individual course syllabi. Students are expected to take responsibility for their own learning and demonstrate professionalism at all times. It is the student’s responsibility to inform the course instructor during integrated clinical experiences of the DCE during internships as soon as a problem related to clinical learning is identified.

**Expectations**

*Integrated Clinical Experiences*

1. Complete all necessary documents including HIPAA training, criminal background check, drug screen, health information (immunizations, TB test) CPR training and signed confidentiality policy as directed by the course coordinator.
2. Comply with the policies and procedures of the clinical site and the Department of Physical Therapy and Rehabilitation Science.
3. Fulfill all requests, duties and assignments made by the course coordinator and/or clinical supervisor.
4. Provide honest and constructive feedback to the clinical site and the course coordinator.
5. Timely attendance and active participation in all integrated clinical experience sessions.
6. Promptly reschedule make up time for any absences.
7. Adhere to the profession’s Code of Ethics and comply with Guides for Professional Conduct and Professional Behaviors.

Clinical Internships:
The students are required to abide by the requirements of the contract and follow the Department Clinical Policies and Procedures.
1. Contact the site at least 4 weeks in advance to learn the specific requirements of the assigned site.
2. Provide all necessary documents (i.e., health information, criminal background checks or drug-screens) to assigned site, either prior to their arrival or upon arrival of the first day.
3. Assume the cost associated with the clinical education experiences including travel, transportation and housing.
4. Review the required documents with Clinical Instructors within the 1st two days of their clinical internship.
5. Comply with the policies and procedures of the clinical site and the Department of Physical Therapy and Rehabilitation Science.
6. Fulfill all duties and assignments made by the clinical instructor and Director of Clinical Education within the time limit specified.
7. For web-based postings (such as discussion boards), identifiers will be removed and discussion will remain in the educational context.
8. Provide honest and constructive feedback to the clinical site and Director of Clinical Education.
9. Adhere to the profession’s Code of Ethics and comply with Guides for Professional Conduct and Generic Abilities.
10. Reschedule make up time for any absences.
11. Write a letter of appreciation to the appropriate individuals (e.g. clinical instructor, department supervisor, clinical site administrator) for the educational opportunities provided.
12. Students are to work through their DCE for clinical assignments and are not to contact established affiliating sites to gain a clinical slot. Such action will result in potential disciplinary action or loss of the negotiated slot.

Travel and Expense Expectations
Due to the requirements of clinical practice in rural Kansas and in a variety of settings that are not always available in local region, students are expected to travel outside metropolitan area. Students must understand the additional responsibilities and obligations are required of clinical education. These responsibilities include provision for reliable transportation, living expenses (housing, meals, etc.) and other potential expenses like meeting the dress code. Financial aid planning should include an expense budget for clinical education. This estimate cost may vary significantly from student to student and clinical internship to internship. Students are responsible for their own transportation and living arrangements related to clinical internships unless otherwise supported by the clinical facility.

Clinical Experience Objectives
Each clinical education course has course objectives that are part of the course syllabus. Students are expected to create individualized learning objectives compatible with their learning needs and the experiences offered at the clinical site. In addition, the clinical site may also have specific objectives they have developed. Learning experiences for students at the clinical site are developed to address all of the possible relevant learning objectives.

RULES AND REGULATIONS
Dress Code
The student is required to adhere to the dress code of the facility. For integrated clinical experiences, the student will receive written dress code requirements of the facility in which they are assigned prior to the first day they are in the clinic.

In making contact with the facility prior to each clinical internship, the student should ask about the attire requirements. The student should wear their KUMC student nametag/identification visibly unless prohibited by the facility.

**Attendance and Absences**

As part of the professional education process for physical therapist students, prompt, regular attendance is expected during clinical education. Students must arrive at all clinical experiences on time. The student must adhere to the clinic time schedule at all times. Excused absences must be arranged in advance with the course coordinator for integrated clinical experience and the clinical instructor at the clinical facility for clinical internships. During integrated clinical experiences, students will be expected to arrange make up time for any sessions missed.

During clinical internships the student may be permitted one (8 hour day) excused absence per internship for out of town travel between internship sites. In the event of other excused absences, the student and the clinical instructor will make arrangements for additional hours either by extended day or weekend hours. It is at the discretion of the clinical site whether this is acceptable. Students are strongly discouraged from absences during a clinical internship, including time off for job interviews and research project completion.

In general, a student may be allowed up to 2 days of excused absence per internship for unanticipated absences including sick days, immediate family funeral leave, or facility closure. **Vacation time or interview time is NOT considered excused absence.** The 2 days of excused absence may need to be made up if the student requires the clinical time to meet performance expectations.

Unexcused absences occur when the student has either failed to notify his/her clinical supervisor of illness or failed to obtain permission from the supervisor prior to the absence. Any unexcused absence must be reported to the DCE by the CCCE/CI immediately. More than one unexcused absence during a semester may result in a hearing before the academic faculty, at which time possible dismissal from the program may be considered.

In the event of illness, the student must notify the Clinical Instructor as soon as possible. If an illness or excused absences necessitates more than one day away from the clinical site, it is the responsibility of the student to notify the DCE as to the nature of the illness. If a student is absent for 3 consecutive clinical days due to illness, he/she upon returning must provide written assurance from a physician that he/she is capable of returning to assigned duties. A copy must be furnished to the student’s clinical supervisor and to the DCE. It is at the discretion of the DCE in concert with the CCCE as to how the missed clinical experience will be made up. In the case of prolonged absence, the clinical internship may be ended and the student will receive an incomplete for the class. Remediation may be allowed depending on the circumstances.

Excessive absence may be grounds for failure of a clinical education course. The course instructor/coordinator or Director of Clinical Education may modify the attendance policy at any time throughout the semester as long as the students are notified in writing of the change.

If the student is unavoidably tardy, he/she should notify the clinical facility by telephone of the reason for the lateness. Even tardiness of a few minutes should be reported to the acting clinical instructor immediately upon arrival. The CCCE or clinical instructor must report episodes of habitual tardiness to the DCE for action by the academic faculty. Reported tardiness (no more than two) will not be tolerated and may result in a hearing before the academic faculty and may result in dismissal from the program.
Holidays
Since clinical education functions in a real world environment, students will follow the clinical instructor’s schedule around the standard holidays (New Year’s Day, Memorial Day, Independence Day, Labor Day, Thanksgiving and Christmas Day). If the CI works on the holiday and expects the student to be present, then the student will follow the CI’s schedule. The CI is usually given a make-up day off during the week for working the holiday. If CI does not work the holiday or does not expect the student to be present on holiday, then the student will have the holiday off. The student may follow another clinician on the CI makeup day.

Religious Accommodations
Information regarding religious accommodations policy can be found at the following website: https://policy.ku.edu/kumc/kumc-religious-accommodations-policy. For students on clinical rotations, the policy states: Students on clinical rotations may request an absence to observe a religious holiday from the appropriate Associate Dean and must also inform the director or coordinator responsible for placing the student. Details of the absence will be worked out directly between the student and their director/ coordinator on an individual basis, following approval of the request by the Associate Dean. Modifications to schedules (including breaks for prayer), will be supported as long as these requests do not fundamentally alter the requirements of the clinical rotation, require substantial program modification, or pose safety risks to patients. Alotted non-work days may need to be used to allow for schedule adjustments or to make up missed time which results from religious holidays or other religious-related absences. Students should make such requests for accommodation as soon as possible after the student’s clinical rotation schedule is known or, at the latest, at the beginning of a course or clerkship.

A student may request to be excused from participating in specific health care and/or research procedures or other educational experiences where such care or experiences presents a conflict with the student’s religious beliefs. At least 30 days prior to the start of the semester or rotation involving the specific health care, procedures, or experiences for which the exclusion is sought, or as soon as the conflict is known if within 30 days, the student must submit a request for an accommodation with the appropriate Associate Dean and provide notice to their faculty chair. The request must include the specific aspects of care from which the student seeks to be excused and the reasons for making the request. The Associate Dean will discuss the request with the involved faculty to determine whether an exclusion or alternative educational arrangement can be provided without eliminating or fundamentally altering academic requirements or technical standards.

Restrictions during Internships
If you are unable to fully participate in the assigned internship either before and/or during the internship, you will need a physician’s order specifying the nature of the restriction. The student will work with the DCE and possibly the CCCE, and CI to formulate a reasonable alternative for meeting the internship requirements.

Student Liability Insurance
The University provides professional liability insurance (malpractice insurance) for all enrolled students during clinical education.

Criminal Background Checks
Criminal background checks are required by most facilities providing clinical education. The student will complete a criminal background check through the Dean’s Office that includes: GSA Excluded Parties Testing System, Police/Criminal Background Check, Department of Health and Senior Services Employee Disqualification List and US Department of Human and Health Services List of Excluded Individuals/Entities. Students should have these completed before beginning the clinical education program. Students are responsible for the fees incurred. In some instances, facilities require additional criminal background checks of students in addition to the ones already completed for enrollment. Students assigned to those facilities will have to provide this information at their expense. The student should carry a copy of the required criminal background check(s) with them to the clinical facility as he/she may be requested to provide it to the facility for their records. The student is responsible for notifying the SHP office if there is any newly reported criminal action(s) since the admission check.
Health Insurance
Students are required to provide their own health insurance. The student should carry a copy with them to the clinical facility as he/she may be requested to provide it to the facility for their records.

Immunizations
To comply with OSHA requirements, students are required to have immunizations or serology reports completed prior to beginning the first integrated clinical experience including:
- Measles, mumps, rubella (MMR),
- Tetanus/ diphtheria/pertussis (Tdap) – within past 10 years
- Varicella (chicken pox) series or previous illness
- Hepatitis B series (or waiver)
Students are required to have an annual updated TB screening (PPD). A student who was immunized against TB or received treatment for TB and has a positive TB test needs to have a chest x-ray done to demonstrate that there is no evidence of active TB.
Seasonal flu shots are also required

The University provides students access to needed immunizations and screening in the Student Health Center with the expense to be borne by the student. Proof of the above is required by all clinical facilities and must be completed prior to the first integrated clinical experience and must remain current for all remaining clinical experiences and internships. For those involved in international travel, additional immunizations may be required as determined by the International Travel office. The student should carry a copy of their health records with them to the clinical facility as he/she may be requested to provide it to the facility for their records.

A physician’s physical examination is also required by the student health office. Forms for all of the above are available on the KUMC student health center website (http://www.kumc.edu/student-services/student-health-services/health-requirements-for-continuing-students.html).

CPR
The student is required to maintain a current American Heart Association Healthcare Provider Basic Life Support CPR card. Other lay person training programs cannot substitute for this requirement. The student should carry a copy with them to the clinical facility as it may be requested by the facility for their records.

Drug Screening
Drug screening is required by a number of clinical sites including those used for integrated clinical experiences. The student must pass a drug screen prior to beginning the first integrated clinical experience. Students are encouraged to ask about these tests and to obtain information on avoiding ingesting anything that could cause a false positive result on a drug test. Clinical internship sites may require an additional drug screen to be completed within a certain time frame prior to beginning their internship. The screening will be completed by the facility’s guidelines and may be at the student’s expense. If a drug screen is positive, the SHP policy will be followed and the student may be dismissed from the program.

Potential Health Risks
Clinical practice poses potential for exposure to hazardous materials, infectious agents, and personal injury. Prior to beginning the first integrated clinical experience, the student must be trained in standards for preventing transmission of blood borne and other infectious agents and must also successfully pass training in injury prevention and safe body mechanics modules on CHALK. A student must complete any additional training required by the clinical site.

It is the student’s responsibility to seek all the information needed to comply with the clinical site’s policies including infection control, use/storage/labeling of hazardous materials, fire and emergency procedures, security, and incident reporting of personal or patient injury. A list will be provided online for specific integrated clinical experiences.
Exposure or Workplace Injury Plan
In the event of an exposure to an infectious agent or hazardous material or injury at the worksite the student should seek treatment through the site’s employee health department. The student must follow site protocol for injury or exposure reporting and must promptly notify the CCCE, CI, and DCE.

Patient Incident or Injury
Students are to immediately report all incidents or accidents involving clients to their clinical instructors. The Clinical Instructor should report the occurrence as required by facility policy and procedures. It is the responsibility of the Center Coordinator of Clinical Education to contact the DCE to notify him/her of such incidents/accidents. Students are advised to speak to no one other than the Clinical Instructor and DCE regarding any incident or accident in which they were involved or which they witnessed during their clinical internship. All matters regarding such occurrences are to be processed according to facility policy and procedures.

Statement on Disability
Learning assistance, academic performance enhancement, and psychological services at KUMC are free, confidential, and available at Student Counseling & Educational Support Services by calling 913-588-6580 or visiting G116 Student Center.

Students who believe they may need accommodations in order to complete the course requirements are encouraged to contact the Academic Accommodations Services Office at 913-588-6596, as soon as possible to better ensure that such accommodations can be implemented in a timely fashion. Online appointments may also be made at https://medconsult.kumc.edu. For online information about academic accommodations, please go to www.kumc.edu/student-services.

Accommodation for Disability
The Department of Physical Therapy and Rehabilitation Science does not discriminate against any student on the basis of disabling conditions. Any student with functional limitations should consult with academic and clinical faculty to determine mutually acceptable compensatory learning methods and activities that are equivalent substitutions for established performance standards. It is the student’s responsibility to self-identify. Learning assistance, academic performance enhancement, and psychological services at KUMC are free, confidential, and available at the Student Counseling & Educational Support Services by calling 913-588-6580 or visiting G116 Student Center. Any student in who needs an accommodation because of a disability in order to complete the course requirements should contact the instructor or the Academic Accommodation Services Office 913-945-7035 as soon as possible. If the student does not self-identify prior to beginning the integrated clinical experience or internship and problems arise, the student may be removed from the facility, experience a delay in the progression of the curriculum or potentially fail the clinical education course.

Patient Rights
The student is obligated to obtain informed consent. The student must disclose his/her status as a student and provide the patient with the name of the supervising therapist. A patient has the right to refuse treatment by the student without effects on services.

Institutional Property
All institutional (clinical site) resources are considered proprietary. The student may not remove or copy resources or materials from the clinical institution without consent of the clinical director.

HIPAA Compliance
The student is required to complete training for awareness and compliance with the patient privacy regulations of the Health Insurance and Portability and Accountability Act prior to beginning the first integrated clinical experience. An annual retraining is required thereafter and is available on the Chalk system under training in myKUMC (https://my.kumc.edu). The student should carry a copy of the HIPAA certificate with them to the clinical facility as he/she may be requested to provide it to the facility for their records. The student is required to strictly adhere to standards. The student must protect patient
confidentiality and is not to discuss the patient/patient condition outside the clinical setting. Patients may be discussed with classmates and faculty for educational purposes only. All patient identifiers must be removed. The confidentiality policy for KUMC fellows, residents and students in the appendix (Exhibit A) will need to be signed and returned to the course instructor upon receipt of this handbook and prior to the first integrated clinical experience.

Professional Behavior:
Any behavior exhibited by the student deemed inappropriate by the course instructor, DCE, clinical instructor or the CCCE will result in failure of this course. Repeated or multiple issues with professionalism during an internship may also result in probation or dismissal from the program.

Reporting Incidents
An incident out of the ordinary involving or witnessed by the student should be immediately reported to the CI and the appropriate facility incident report should be filled out. The DCE should be contacted of the incident within 24 hours.

Statement of Student Responsibility:
It is the responsibility of each student enrolled in this course to monitor grades and progress. Clinical education courses are graded on a Satisfactory/Unsatisfactory grade, and as such, will not affect your grade point average.

Receiving a satisfactory grade in a clinical education course, however, is necessary to continue in the program. Students who receive an unsatisfactory grade will have the opportunity to retake a clinical internship one time. If a student feels that he/she is not doing satisfactory work at mid-term, the student is responsible for making an appointment with the assigning DCE to design a plan for improvement. Unsatisfactory clinical course work may interrupt the student’s ability to proceed within the curriculum or graduation. The student will need to enroll in, repeat and successfully complete the pertinent course to remain in the program and/or graduate.

INTEGRATED CLINICAL EDUCATION COURSE COORDINATOR/INSTRUCTOR RESPONSIBILITIES
The course coordinator will:
1. Assign and coordinate all eligible students to integrated clinical experience sites.
2. Orient students to the course expectations and guidelines and the required policies and procedures including any pertinent reference information.
3. Maintain open communication with each clinical instructor, supervisor and students during each integrated clinical education course.
4. Organize and manage seminar series of each integrated clinical education course.
5. Evaluate and grade material submitted by students for fulfillment of the requirements of the clinical education course.
6. If challenges, conflicts or problems arise during the student’s integrated clinical education course, the course coordinator will maintain contact with the relevant person(s) and guide the conflict resolution process with the goal of achieving successful resolution.
7. Evaluate remediation needs and provide a plan of approach including remediation experiences students who are eligible for reassignment.

DCE RESPONSIBILITIES
The Director of Clinical Education (DCE) is dedicated to facilitating successful completion of each clinical education course of each student by fulfilling the following criteria:
1. Assure that written legal contracts between the University and all clinical sites are in place and updated as needed. A current signed contract must be on file before assigning and sending a student to an internship at the clinical site.
2. Assign all eligible students to clinical education internships.
3. Orient students to the purpose and process of clinical education, and the policies and procedures required.
4. Check for registration of students in clinical education courses.
5. Maintain open communication with each clinical instructor and/or CCCE by any method deemed appropriate before, during and after assigned internships.
6. Maintain reference information describing each clinical education site and its policies, procedures and resources.
7. Develop new clinical education experiences that meet the criteria and guidelines established by the department.
8. Provide pertinent course information to clinical instructors and students.
9. Evaluate material submitted by students for fulfillment of the requirements of the clinical education course.
10. Evaluate the CI(s) assessment of each student’s performance and determine the course grade in compliance with the stated criteria.
11. If challenges, conflicts or problems arise during the student’s clinical internship, upon notification the DCE will maintain contact with the relevant person(s) with the goal of achieving successful resolution. The DCE serves as a resource to both students and clinicians to assist with resolution of issues that are identified during the experience and to provide advisement as necessary in collaboration with the clinical instructor and the student.
12. If deemed appropriate, terminate the student from the clinical internship.
13. Arrange remediation experiences students who are eligible for reassignment.
14. Provide affirmative feedback to clinical sites for providing clinical educations experiences for the program’s students.
15. Assess clinical education needs of the clinical instructors and clinical site.
16. Conduct clinical education opportunities to facilitate development of the skills of all clinical instructors.

Clinical Internship Assignments

To assist students in planning, it is requested that each clinical site complete a Clinical Site Information Form (CSIF) that provides information pertinent to clinical education. Students may also use feedback from previous students/graduates. Some facilities also have specific criteria or objectives for clinical education that may also be useful in determining facility expectations. The DCE will inform students where this information may be obtained during the clinical education planning meeting.

The CCCE will be sent clinical preference forms requesting clinical placements March of each year. Information received back from clinical sites will be recorded in the database and students will be given lists of options that exist for each internship time. Students will have an opportunity to research available options and identify their preferences. The DCE will be available to discuss the process and answer questions about student needs or specific facilities of interest during the clinical education planning meeting where student requests for clinical placement information is disseminated. **At NO time during the selection and assignment process, are students to make contact with clinical sites.** Students will rank order of their preferences (a minimum of 3 each internship) and submit their information to the DCE on or before the specified deadline. Please note that it is in the student’s best interest to choose from available sites when selecting placement sites rather than hoping to be placed at a new site that may not transpire.

Assignments will be done by one of two methods at the discretion of the DCE:
1. Computer database matching method using a randomized computer match
2. Lottery method using by first reducing competition by assignment to uncontested slots and then randomly drawing names from the pool of the remaining students requiring clinical assignment.

The DCE will review the assignments for alternative placements if it is deemed to be in the best interest of the students and/or program. Every reasonable effort will be made to share the rationale for reassignments with the student. Students will receive notification of their upcoming assignments and be given an opportunity to discuss any concerns with the DCE.

CCCEs are provided with finalized clinical placement information for the upcoming calendar year including filled and released time slots, updated clinical education policies and other relevant clinical education program information annually during the summer semester. Once assignments are made, the
only changes that will be allowed for students are for unexpected circumstances of hardship. The student may petition the DCE after the assignment has been made. The DCE will consider on an individual basis, if the assignment creates a hardship. The DCE may consult with other faculty members if needed to determine the extent of the hardship. If hardship is determined, the student and DCE will work together to find another assignment that will allow the student to meet clinical education requirements. If the DCE decides a hardship is not present, the student must attend the assigned site or risk failing the course.

If a site becomes unavailable during a planned internship, the student will individually consult with the DCE/ADCE who will make every reasonable effort to secure an equitable learning alternative. Records of site cancellations are kept for review.

CLINICAL FACILITY RESPONSIBILITIES AND PRIVILEGES

CCCE Responsibilities
The CCCE is committed to facilitating successful student experiences by abiding by the following policies:
1. Describe the philosophy of the clinical site and provide consistent student expectations.
2. Prior to student placement, review the contractual agreement between the academic institution and clinical site to assure that these agreements are current.
3. Keep student records with personal information including evaluation secure and confidential.
4. Provide student orientation including safety, emergency, security procedures, department policies and "unwritten" policies that may impact student performance or evaluation.
5. Communicate with DCE to serve as an objective mediator between CI and student if necessary.
6. Provide consultation regarding learning experiences to the clinical instructor.
7. Assist in planning and problem solving with the CI/student team in a positive manner.
8. Communicate with the DCE regarding coordinating student assignments, maintaining a student schedule, clinical education planning and evaluation, and CI development.
9. Encourage feedback from students, CI(s), DCE and other interested colleagues.
10. Evaluate the resources and needs of CI(s) and facility.
11. Manage the comprehensive clinical education program.
12. Supervise the educational planning, clinical experiences and evaluation of the CI and student.

CI Responsibilities
The role of the clinical instructor (CI) is multifaceted since the CI has multiple roles within their facility. As a CI, the focus is on teaching and facilitating the learning experience for each individual student in order to meet learning objectives.

The CI is committed to facilitating the student's successful completion of the clinical internship by abiding by the following policies:
1. Structure the clinical experience to offer the best opportunity for the student to build on theoretical concepts and practical clinical skills.
2. Submit current information of the clinical site and CI staff to the DCE.
3. Provide formal student evaluation at the completion of each internship, and at midterm for internships of more than 4 week’s duration. Review the student evaluation with the student.
4. Understand the clinical education policies and procedures of KUMC including the procedure for addressing deficit practice behaviors, internship termination, or student conflict.
5. Communicate with the DCE when student has been advised of unsatisfactory performance, unsatisfactory progress, or when a remediation plan has been initiated.
6. Provide appropriate level of supervision of students that allows evaluation of student's skills, knowledge and attitudes. Provide timely formal and informal feedback.
7. Provide student orientation of institution and departmental policies including any written and unwritten policies that impact student evaluation.
9. Model professionalism, and maintain a professional relationship with the student.
Clinical Faculty Privileges
CCCE’s, and CI’s are considered Volunteer Clinical Faculty. The DCE and/or faculty members are available to provide seminars and in-services on clinical education at clinical sites. Academic faculty members are available to consult with clinical faculty on clinical research, clinical education, or clinical projects. Clinical faculty members are invited to campus sponsored seminars, and continuing education courses sponsored by KUMC-Department of Physical Therapy and Rehabilitation Science. Limited assistance may be available for clinical faculty to attend the APTA sponsored Credentialed Clinical Instructor Program course.

Student Confidentiality
The University of Kansas affords all of its students their full rights as required by the Family Educational Rights and Privacy Act. This law was enacted to protect the privacy of students and to provide for the right to inspect and review education records which are directly related to a student and which are maintained by the University or by a party acting for the University including the clinical education site. The University may disclose personally identifiable information from the education records without the consent of the student to an outside contractor such as an internship site who is a party acting for the institution and is performing a service which the institution would otherwise have to perform for itself. They are not permitted to disclose that information to others without the written consent of the student and that the information is to be used only for the purpose(s) intended. A student may request amendment of the content of an education record on the grounds that the record is inaccurate, misleading, or otherwise in violation of the privacy of the student.

EVALUATION OF THE CLINICAL EXPERIENCE
Evaluation Tools
Integrated Clinical Experiences will use different sources of information as listed in the syllabus to assess student performance.

The web-based Physical Therapist Clinical Performance Instrument (web-CPI) is the official evaluation instrument used to evaluate student performance and professional development during clinical internships.

The student will use student driven goals and objectives and the web-CPI to self-assess their performance and satisfaction of different components of their clinical experience. The students will also complete an online Student Assessment of Clinical Instruction to evaluate the performance of the site and the clinical instruction in meeting the individual student’s needs.

Information collected on and from each facility is reviewed annually by the DCE team. A summary of impressions, strengths and weaknesses is shared with each facility as needed.

Student Performance Expectations
Integrated Clinical Experiences
Expectations of student performance are provided in the syllabus of each integrated clinical education course. Self-assessment, reflection, and performance rubrics/check sheets provide the standards for measurement of performance.

Clinical Internships
Students are expected to reach entry level in all applicable performance indicators by the end of each standard clinical internship (PTRS 920-923). CIs are expected to provide narrative comments to support unusually high or low ratings. CIs are encouraged to consult with the DCE for assistance in rating the student’s performance as needed. A midterm assessment using the web-CPI is required. The DCE will contact each student and clinical instructor via email during the week of midterm unless otherwise specified when students send in web-CPI pairing information.
Completion and timely submission of the student’s evaluation by the clinical instructor and student is expected. All evaluation material must be completed and returned to the DCE electronically, via fax, by mail, or in person by the student within one week after the completion of a clinical internship or sooner if otherwise noted in the clinical internship packets. When the evaluation materials are received, the DCE will review the contents to assess whether performance standards were met. If clarification is required, the DCE will consult with the CI or CCCE for supplemental information.

**Student Self-Assessment**

During specified integrated clinical experiences, student self-assessment and/or reflection will be a requirement of the course according to course guidelines.

Students will complete a self-assessment of performance during clinical internships on the Web CPI. Student will also assess the individual goals and objectives generated for each internship. Remember a well written objective should contain a performance statement that is written in behavioral and measurable terms describing what you as a learner will do. It contains a condition statement that indicates any restrictions or limitations under which you, the learner will perform. Lastly, it contacts a criterion statement describing when or how you, the learner must do the task. Be prepared to review with your clinical instructor and refine your goals and objectives. The student goals and objectives should be reviewing periodically during the internship.

**Grading**

Grading is based on a pass/fail basis and is the sole responsibility of the course coordinator of the integrated clinical experience courses or the DCE for clinical internships. Satisfactory completion is based on the specific criteria outlined in the syllabus for each clinical education experience.

**Clinical Remediation Policy**

If successful completion of clinical education is not attained during the normal clinical time frame, student may be terminated, placed on probationary status or given one opportunity to repeat the integrated clinical experience course or clinical internship, depending on individual situation. If student performance is unsatisfactory, the course coordinator or DCE will contact the student to gain the student’s perspective of extenuating circumstances. Assessment of the circumstances will determine if the student is given a failing grade or an incomplete grade. Student will receive unsatisfactory grade until a course of action is implemented. The student will need to meet with the course coordinator or DCE to discuss and develop a plan for to address remediation necessary to attain a passing grade. Incomplete clinical coursework may interrupt the student’s ability to proceed within the curriculum or graduation.

In certain cases, such as family death, illness and maternity, an incomplete grade may be assigned and the student will be allowed to extend or repeat their clinical Internship.

**CONFLICT RESOLUTION**

**Student Grievance during Clinical Experience or Internship**

If a clinical problem arises from the student’s perspective (supervision, professionalism, academic preparation), the student should take the following steps:

- First discuss the problem immediately with supervising clinical instructor and may inform the course coordinator or DCE.
- If the situation is not improved, notify the CCCE of the facility for assistance in resolving the problem.
- If the situation is still not improved, notify the course coordinator or DCE immediately. Alternative strategies for resolving the problem may be implemented; a telephone conversation and/or onsite visit may be arrangement.

Students are also suggested to file a confidential report to course coordinator or DCE if situation is not resolved on time and at a satisfactory level. Students are encouraged to discuss ethical issues on discussion board in professional manner and seek peer and faculty advice.

**Clinical Instructor Grievance Procedure**
Formal advisement between the CI and course coordinator or DCE is warranted if student conduct in any way disrupts services to patients or relationships in the clinical education site. The student may also initiate advisement with the DCE.

1. If a clinical problem arises from the clinical instructor’s or patient’s perspective, the CI should immediately discuss the problem with the student and formulate a plan for resolution. If the situation is not improved, the CI should either contact the CCCE of the facility or the course coordinator or DCE to discuss alternatives in resolving the problem, depending on the nature of the problem. Before the course coordinator or DCE becomes involved, a resolution attempt must be made between the student and CI to address identified issues. Clinical Instructor’s Handbook is a suggested guide to help resolve clinical problems.

2. The CI and student must document the nature and disposition of the problem and provide this documentation to the course coordinator or DCE.

3. The course coordinator or DCE will provide written confirmation of the documented problem and the course of action.

4. The course coordinator and DCE’s role is to serve as a mediator between the student and the CI insuring the best interests of the public safety, the student, the clinical education site, the university, and the profession is met.

5. An onsite visit may be arranged with the CI, student and CCCE. The course coordinator or DCE, the student, the CI, and will share perceptions, define the problem, and document a corrective action plan.

6. The course coordinator or DCE will make a determination whether the student can be successful with continuation of the internship. The student will be removed from the site if the problems appears irresolvable or detrimental to the student’s learning. The student will be reassigned for completion of the remaining duration of the internship or the entirety of the internship at the discretion of the course coordinator or DCE.

7. An action plan will be devised outlining specific behavioral expectation, time frames, and evaluation process. The action plan will be signed by the student, CI, and course coordinator or DCE.

8. The course coordinator or DCE will meet with the student and CI at the completion date specified in the action plan.

9. At the completion date, student performance may result in 1) resolution of the problem with successful completion of the internship, 2) partial resolution of the problem with full or partial remediation required, or 3) unsuccessful resolution of the problem with “unsatisfactory” grade of the internship and full remediation or dismissal from the program.

Clinical Site Grievance
The CCCE and/or the CI may find it necessary to file a grievance with the program. This may be necessary if issues are not student-specific but involve issues with general academic preparedness, communication with academic faculty and/or DCE, or clinical education policies. The CCCE and/or the CI should document the specific problem and forward the document to the DCE. All documentation will be shared with the Program Director and Chair of the DPT program and will be forward to appropriate faculty. The program will provide the CCCE and/or CI a written response documenting the planned course of action.

Termination of Clinical Education Experience due to Student Performance
In the event that a student’s conduct or performance in any way disrupts services to patients or relationships in the clinical education site, the CI may dismiss the student or the course coordinator or DCE may immediately terminate the student’s placement. Areas of conduct are not limited to technical skills or academic preparation but also include commitment to learning, effective interpersonal skills, effective communication skills, effective use of time and resources, acceptance of feedback, professionalism, problem solving, and stress management.

The following examples may be grounds for immediate termination. The list of examples is provided for clarification but is not an exclusive list of all unprofessional behaviors that may warrant termination:
• Student does not exercise sound judgment placing a patient at serious risk for injury
• Student behavior undermines the positive relationship between the university and the clinical site
• Student performance jeopardizes relationships between employees at the clinical site.
• Student fails to adhere to department, program, or university policies and procedures.
• Student uses poor professional judgment lending to unsafe patient care or has unethical conduct
• Student fails to remediate unacceptable behavior that has been addressed.
• Student misrepresents level of competency or practices beyond abilities.
• Student has unreasonable absences or tardiness.
• Student dates a patient currently undergoing any form of treatment at the clinical site.
• Student dates a staff member employed at the clinical site.
• Student deceives the CI or clinical staff.
• Student informs the patient or family of personal disagreement with an aspect of care.

If the student is dismissed from the clinical education site or if the internship is terminated

• The student will be given an “unsatisfactory” for the internship
• The student may not return to the site for future clinical internships.
• The student or agents of the student may not interact or contact the clinical site, its staff, or patients.
• The student must formally meet with the course coordinator or DCE to outline remediation plan.
• Students may be granted the opportunity to re-enroll in a clinical education course in which they have received an “unsatisfactory” one additional time. Students who do not successfully complete the course the second time will be dismissed from the program.

CLINICAL EDUCATION PROGRAM AND FACULTY EVALUATION
Procedures are in place for communication and documentation of the quality of clinical education.

Student Evaluation of the Clinical Experience
Students will have the opportunity to evaluate the clinical instruction, course coordinator and clinical experience of each integrated clinical experience course following the completion of the course.

Upon completion of the clinical internship, the student must complete an assessment of their clinical experience and clinical instruction. Any student rating of an experience that is poor or needing improvement prompts the DCE to follow up with contact with the student and/or facility. Students are encouraged to contact the DCE at any time to discuss any concerns about a clinical site or clinical instructor.

The DCE is available to the student to discuss the clinical internship experience with the student. Student feedback will be documented.

Evaluation of the DCE
Students will complete an evaluation of the clinical education process and of the DCE at the completion of their final clinical internship which is usually done during the exit interview. Information gathered will be used for clinical education program development and faculty development.

Evaluation of the Clinical Curriculum
The clinical curriculum will be evaluated through graduate interviews, graduate surveys, and an annual advisory committee meeting among program stakeholders including clinical faculty. Student feedback is elicited through communication activities with students entering their third year of the program.
Patients are entitled to confidentiality with regard to their medical and personal information. The right to confidentiality of medical information is protected by state law and now by federal privacy regulations known as the Health Insurance Portability and Accountability Act ("HIPAA"). Those regulations specify substantial penalties for breach of patient confidentiality.

1. All patient medical and personal information is confidential information regardless of my educational or Clinical setting(s) and must be held in strict confidence. This confidential information must not become casual conversation anywhere in or out of a hospital, Clinic or any other venue. Information may only be shared with health care providers, supervising faculty, hospital or Clinic employees, and students involved in the care or services to the patient or involved in approved research projects who have a valid need to know the information.

2. Under strict circumstances, upon receipt of a properly executed medical authorization by the patient or a subpoena, medical information may be released to the requesting party. Inquiries regarding the appropriateness of the authorization or subpoena should be directed to the medical records department, the Hospital’s counsel of the University’s Office of Legal Counsel at 913-588-7281, depending upon the situation.

3. Hospital Information System’s user codes/passwords are confidential. Only the individual to whom the code/password is issued should know the code. No one may attempt to obtain access through the computer system to information to which he/she is not authorized to view or receive. If you are aware that another individual knows your code/password, it is your responsibility to request a new user code/password.

4. If a violation of this policy occurs or is suspected, immediately report this information to your supervising faculty.

5. Violations of this policy will result in disciplinary action up to and including termination from the program. Intentional misuse of protected health information could also subject an individual to civil and criminal penalties.

I, ____________________________, acknowledge receipt of this Confidentiality Policy. I have read the policy and agree to abide by its terms and requirements throughout my education/training at K.U. Medical Center and as part of my participation in patient care activities.

Signature ________________________________
Date received and reviewed ____________________