MIDWESTERN UNIVERSITY
PHYSICAL THERAPY PROGRAM

CLINICAL EDUCATION MANUAL
2014
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**Physical Therapy Program Office Hours**  
7:30-5:00 – Monday - Friday
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INTRODUCTION

The Clinical Education Manual was developed as a resource for all interested stakeholders in the clinical education program for the DPT students at Midwestern University. This manual is the primary resource for the Physical Therapy Program’s clinical education sites. It consists not only of information regarding the clinical education component of the curriculum, but also provides an overview of Midwestern University’s mission and philosophy, the objectives of the Physical Therapy academic program, and an introduction to the Physical Therapy Program Faculty.

The Clinical Education Manual is published for the convenience of students and clinical education faculty at Midwestern University (MWU). It is intended to be effective as of March 1, 2014. Midwestern University reserves the right to make changes in any or all specifications contained herein and to apply such revision to registered and accepted students as well as to new admissions. No contractual rights between Midwestern University and any student are intended and none may be deemed to be created by issuance of this manual.

This manual will be provided to all physical therapy program clinical sites via our Midwestern University web page in a downloadable format and will be updated every 3-5 years in order to remain current in the ever changing field of physical therapy education and practice. For all who use this manual, we welcome your feedback and questions.

We would also like to take this opportunity to thank you for your participation in the clinical education of Midwestern University DPT students. Your commitment to clinical education at all levels (Facility Administrator, CCCE, and CI) is greatly appreciated and enables you to impact the future of our profession. As a result of your expertise, students return to the classroom after Practica I and II with increased clinical knowledge and skills. During Practica III and IV your expertise moves the students toward entry-level performance as they acquire new insight into the realities of the physical therapy profession while achieving additional clinical skills and significant professional growth. We are aware of the time and energy required to supervise a physical therapist student and thank you for sharing your skills, your commitment, and your service to the physical therapy profession.

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FACULTY BIOGRAPHIES

Deborah Anderson, PT, MS, PCS
Associate Professor and Co-Director of Clinical Education
Pediatric Clinical Specialist

- **Research Interests:** Pediatric gait development and examination, developmental coordination disorder, the development of professional behaviors in physical therapist students, the scholarship of teaching and learning, adult education.
- **Teaching Responsibilities:** Pediatric evaluation and interventions, pediatric gait development and assessment, clinical education
- **Service:** Pediatric private practice; Member, APTA pediatric and education sections; pediatric sub-committee on clinical education in pediatrics; Member, IPTA; Member, Chicago Area Clinical Educators Forum; Reviewer for *Physical Therapy, Pediatric Physical Therapy,* and the *International Journal on the Scholarship of Teaching and Learning,* APTA Credentialed Clinical Trainer

Cori Arquines, PT, CLT
Lecturer and Co-Director of Clinical Education

- **Research Interests:** clinical education, interprofessional education, acute care practice
- **Teaching Responsibilities:** Physical Therapy Roles and Professional Issues, Health Professionalism, clinical education
- **Service:** Subacute rehabilitation, acute care and acute rehabilitation practice; Member, APTA Acute Care, Cardiopulmonary, Education, and Health Policy and Administration sections; Member IPTA; Secretary Chicago Area Clinical Educators Forum; APTA Advanced Credentialed Clinical Instructor; BLS Instructor - Renewal

Donna Cech, PT, DHS, PCS
Program Director and Professor
Pediatric Clinical Specialist

- **Research Interests:** Pediatric standardized assessment, PT curricular issues
- **Teaching Responsibilities:** Life span development, pediatric physical therapy, clinical decision making
- **Service:** Pediatric home health private practice; Reviewer for *Physical Therapy* and *Pediatric Physical Therapy,* Section on Pediatrics, APTA committee activities; APTA Clinical Residency site reviewer; FSBPT PT Exam Development Committee member; Education committee for the International Organization of Physical Therapists in Pediatrics (IOPTP); Member, APTA, IPTA, American Academy of Cerebral Palsy and Developmental Medicine (AACPDM)

Christine Conroy, PT, DPT, MHS
Associate Professor

- **Research Interests:** Critical thinking in physical therapy students, diabetes, electrotherapy, interprofessional education
- **Teaching Responsibilities:** Clinical problem solving, anatomy, kinesiology, therapeutic modalities and electrotherapy, and musculoskeletal interventions
- **Service:** Member, APTA, IPTA, and Clinical Electrophysiology and Wound Management, Orthopedic, and Education Sections of APTA; Chicago Marathon Medical Volunteer
Christian Evans, PT, PhD
Professor

- **Research Interests**: Obesity, metabolic syndrome, diabetes and cardiovascular disease and the use of exercise and lifestyle modification to prevent or treat these conditions. Monitoring of physical activity within a fixed environment and factors within the environment that impact on physical activity.

- **Teaching Responsibilities**: Cardiopulmonary physical therapy, pathology, research and pharmacology

- **Service**: Member, APTA and IPTA; work with student groups at MWU related to fund raising for the Foundation for Physical Therapy

Kathy Hall, PT, EdD
Associate Professor

- **Research Interests**: Lifelong learning, physical therapy students and clinicians; continuing professional development

- **Teaching Responsibilities**: Musculoskeletal evaluation and intervention, kinesiology, health promotion, clinical problem-solving

- **Service**: Faculty Member New Faculty Development Workshop, Education Section, APTA; Member, APTA, Education and Orthopedic Sections and Association of Rheumatology Health Professionals; Clinical practice, Naperville Physical Therapy Center

Timothy Hanke, PT, PhD
Associate Professor

- **Research Interests**: Coordination between posture and movement during standing, stepping and walking; balance function and falls in older adults; physical activity monitoring in patient populations

- **Teaching Responsibilities**: Evaluation and treatment of persons with neurological dysfunction, evaluation and treatment of balance and falls in older adults, motor control, motor learning, biomechanics, human walking

- **Service**: Reviewer for *Journal of Geriatric Physical Therapy*; Reviewer for *Physical Therapy*; Member, APTA Neurology, Geriatric, and Research Sections; Member, International Society of Motor Control; Member, Geriatrics Section Research Committee

Janet Helminski, PT, PhD
Professor

- **Research Interests**: Strategies to prevent recurrence of benign paroxysmal positional vertigo; effectiveness of particle repositioning maneuvers in the treatment of typical and atypical benign paroxysmal positional vertigo; use of internal models to control balance and prevent falls in older adults

- **Teaching Responsibilities**: Neuroscience; evaluation and treatment of patients with neurological dysfunction; clinical problem-solving

- **Service**: Reviewer for *Physical Therapy*; Member, APTA Neurology Section; Member, Society for Neuroscience; Continuing Education Lecturer in the field of vestibular rehabilitation
Judith Burton Hess, PT, MS, OCS  
Instructor  
Orthopedic Clinical Specialist

- **Research Interests**: Professional behavior development; predicting success in physical therapy education, foot/ankle biomechanics
- **Teaching Responsibilities**: Musculoskeletal evaluation and interventions, anatomy and kinesiology, prosthetics
- **Service**: Member, APTA Orthopedic and Education Sections, Member FASIG Curriculum Committee, IPTA Student Liaison; Presenter for Young Medics: *PT as a Career*; Orthopedic clinical practice; Chair, Physical Therapy Program Admissions Committee

Kent E. Irwin, PT, MS, GCS  
Assistant Professor  
Geriatric Clinical Specialist

- **Research Interests**: Professionalism, evidence based practice during clinical rotations, balance and falls in the elderly, and osteoarthritis
- **Teaching Responsibilities**: Clinical education, professionalism in physical therapy, physical therapy interventions, and fundamental evaluation skills
- **Service**: Reviewer for *Journal of Geriatric Physical Therapy* and *Journal of Neurological Physical Therapy*; Clinician, Adventist Bolingbrook Hospital; Member, APTA Education and Geriatric Sections; Member, Geriatrics Section Research Committee; Member, Clinical Content Expert, Geriatric Specialty, Specialization Academy of Content Experts (SACE); APTA Credentialed Clinical Trainer

Joseph Krzak, PT, PhD, PCS  
Assistant Professor  
Pediatric Clinical Specialist

- **Research Interests**: Biomechanics, Pediatric gait and postural control, Pediatric orthopaedic and neuromuscular disorders.
- **Teaching Responsibilities**: Pediatric evaluation and interventions, pediatric gait development and assessment, quantitative gait analysis
- **Service**: American Physical Therapy Association (APTA), Member; APTA Pediatric Section, Member; Gait and Clinical Movement Analysis Society (GCMAS), Member; Certified Child Passenger Safety Technician; The Kids Equipment Network (TKEN), Member - Board of Directors

Sandra J. Levi, PT, PhD  
Associate Professor

- **Research Interests**: The translation of research into geriatric clinical practice; patient perspectives on health and health service providers; the effect of changes in health policy on health status
- **Teaching Responsibilities**: Geriatrics, professional issues and professional development, scholarship aspects of practice, curriculum development
- **Service**: Reviewer for *Physical Therapy* and *Journal of Geriatric Physical Therapy*; Research Committee, APTA Section on Geriatrics; Delegate to the APTA House of Delegates; Co-ordination and clinician for the pro bono physical therapy service at Community Health
Janey Prodoehl, PT, PhD
Associate Professor

- **Research Interests:** control of human movement with a particular interest in motor control based intervention in patients with temporomandibular joint dysfunction
- **Teaching Responsibilities:** Musculoskeletal evaluation and intervention, kinesiology, and research
- **Service:** Member, APTA, Orthopedic and Research Sections; Reviewer for *Physical Therapy, Journal of Orthopedic and Sports Physical Therapy*, and *Experimental Brain Research*
CLINICAL EDUCATION

Philosophy

The MWU Physical Therapy Program’s philosophy of clinical education is to provide stimulating learning experiences within quality physical therapy facilities that utilize contemporary evidence-based practice. Since its inception in 1995, the Physical Therapy Program has worked toward the objectives of preparing therapists to work in under-served areas, providing a strong foundation in health promotion and wellness, and addressing the needs of patients across the life span. The Physical Therapy Program works with clinical education sites in the greater Chicago urban area, in rural Illinois communities, and sites outside of Illinois to provide varied adult and early intervention experiences to our students. The MWU Physical Therapy Program has established clinical education relationships with over 200 facilities across the United States.

Governance of Clinical Education

Midwestern University’s clinical education program is an essential part of the preparation of future physical therapists. The content of the clinical education program as well as the guidelines for implementation, evaluation, and documentation are regulated primarily by The Commission on Accreditation in Physical Therapy Education (CAPTE), but are also subjected to the guidelines set forth by the Illinois Physical Therapy Act, the American Physical Therapy Association, and the Midwestern University Physical Therapy Program Objectives. Midwestern University is also accredited by The Higher Learning Commission, a commission of the North Central Association of Colleges and Schools (NCA).

Time Frame for Selection of Practica

In the spring quarter (March 1st) of each year, all affiliated clinical sites are sent commitment forms for possible student rotations for the upcoming year along with the other academic program members of the Illinois Physical Therapy Association (IPTA) Clinical Education Special Interest Group (CESIG). The Center Coordinators of Clinical Education (CCCE) check with their Clinical Instructors (CI) for the availability of possible student rotations. The completed commitment forms are due back to the Directors of Clinical Education (DCE) by the end of April. During the fall quarter, the DCE mails out verification letters to sites that have previously indicated that they can provide student rotations for the upcoming year. During the winter quarter, students choose from these clinical education offerings for Practicum II, III, and IV via a lottery system. First year students are assigned to PI sites by the DCE. By the end of December, the DCE mails out letters of confirmation to the clinical sites with student names and dates of specific rotations.

Communication and Management of the Clinical Education Experiences

The students receive the necessary clinical education paperwork prior to the start of each practicum. In addition, students can access the necessary clinical education paperwork via the MWU Blackboard website at any time during their practice.

The DCE sends out the full clinical education packets to the CCCEs approximately 2 months prior to each student rotation. All of the following forms needed for the student rotation are included in this packet: student immunization form, HIPAA training, Clinical Education Policies, Practicum course syllabus, Clinical Facility Midterm Feedback to PT Program form, Clinical Performance Instrument (CPI), Staff Development Activity Feedback Form, Weekly Planning Sheets, infection control training, a treatment planning worksheet, and Documentation Made
Simple. The Documentation Made Simple form describes the specific due dates for the completed paperwork.

In addition, CCCEs and CIs are encouraged to contact the DCE (via email or phone) at any time before, during, or after student rotations for clarification of specific clinical education issues. When necessary, the DCE can make site visits to meet in person with the CCCE, CI, and/or student.

**Types of Clinical Educational Experiences**

**PTHE 1512 Health Professionalism I Field Experiences**
Clinical field experiences provide an opportunity to directly observe professional behavior, health care delivery, and health care team members in a variety of practice settings. Field experiences begin the student’s professional socialization in the context of the health care continuum and provide them the opportunity to exhibit professional behaviors in the physical therapy setting. During the summer quarter of the first professional year, students have the opportunity to spend 2-3 afternoons observing physical therapists in a variety of settings: acute care, subacute/skilled care facility/long term care, rehabilitation, outpatient-hospital, outpatient-private, and pediatrics. During these field experiences, students complete projects to learn about clinical practice, health care professional interactions, the variety of patient populations, and the resources available to physical therapists across the health care continuum.

**PTHE 1685 Practicum I**
This three week full-time, supervised clinical practicum enables physical therapy students to develop skills in communication, time management, patient evaluation and basic interventions, mobility training and patient education. This rotation takes place at the beginning of the students’ second professional year.

**PTHE 1686 Practicum II**
This ten week full-time, supervised clinical practicum enables physical therapy students to further develop their patient care, evaluation, and intervention skills. Practicum II includes completion of a project focusing on serving underserved populations and/or cultural competence in health care. During this practicum, students gather patient information for a formal case study report that will be presented to University faculty and students at the end of their third professional year. IRB approval from MWU and the site are obtained prior to the practicum. This rotation takes place during the spring quarter of the students’ second professional year.

**PTHE 1787 Practicum III**
This ten week full-time, supervised clinical practicum enables physical therapy students to apply the process of clinical problem solving in evaluation and treatment of clients at a variety of points along the health care continuum, display appropriate professional attitudes and behaviors, and effectively integrate current research into the clinical decision making process. The course includes an independent study component that utilizes evidence-based practice to answer a clinical question. Practicum III takes place in the winter quarter of the students’ third and final professional year.

**PTHE 1788 Practicum IV**
This ten week full-time, supervised clinical practicum enables physical therapy students to apply the process of clinical problem solving in evaluation and treatment of clients at a variety of points along the health care continuum, display appropriate professional attitudes and behaviors, effectively integrate current research into the clinical decision making process, and effectively plan, implement, and evaluate educational programs/interventions. The course includes an independent study component that utilizes evidence-based practice to answer a clinical question. Practicum
IV directly follows Practicum III in the spring quarter of the students’ third and final professional year.

Additional Field Trips
Throughout the three years of academic preparation, students will have multiple opportunities to visit various clinical sites for short ½ day field trips to enhance the classroom coursework.
The following section describes the policies related to clinical education.¹

**DPT Clinical Education Requirements**

MWU Physical Therapy clinical education experiences encompass management of patients/clients representative of those commonly seen in practice across the lifespan and the continuum of care. Physical therapy students must satisfactorily complete the Health Professionalism I Field Experiences and 33 weeks of full time supervised clinical practice prior to graduation. During Practica I-IV, students will be required to complete 1) a minimum of 3 weeks full time clinical practice working with adults in an inpatient setting whose medical conditions may change quickly (i.e., acute, subacute, and skilled nursing settings) and 2) a minimum of 5 weeks full time clinical practice working with adult orthopedic outpatients. In addition, students are required to engage in the management of patients/clients from the following age groups: 0-12 years, 13-21 years, 22-65 years, and over 65 years and the following practice patterns: musculoskeletal, neuromuscular, integumentary, and cardiopulmonary. During Practica I-IV, students will not be allowed to complete more than 18 weeks of full time clinical practice managing patients of similar ages, problems and levels of complexity. Final selections are at the discretion of the Director of Clinical Education (DCE).

**Eligibility for Practica I, II, III, and IV**

- Students must provide the academic program proof of current First Aid and American Heart Association CPR certifications prior to beginning each clinical experience. Certification must be valid for the entire length of each clinical experience.
- Students must provide evidence that all Midwestern University immunizations are up to date and recorded by the University Wellness Center prior to each practicum. Immunizations must be current for the entire length of each practicum.
- Students are expected to certify in writing that they meet all of the Technical Standards prior to attending each practicum (refer to Midwestern University catalog at http://www.midwestern.edu/course-catalog-home/downers-grove-il-campus/college-of-health-sciences/physical-therapy-program/admissions/technical-standards.html). Students who do not meet the Technical Standards must inform the Program Director, who will then contact the Dean of Students and the Directors of Clinical Education. The Dean of Students, in consultation with the College Dean and Program Director, will identify and discuss what accommodations, if any, the College (/Program) would need to make that would allow the candidate to complete the practicum. The College (/Program) is not able to grant accommodations that alter the educational standards of the curriculum/practicum. Students must meet the Technical Standards for the duration of enrollment at the University.

¹These policies were initially established by the Physical Therapy Program in October, 1996 and were updated in 2005, 2007, 2008, 2011, May 2014 to reflect Midwestern University’s curriculum changes as well as changes in the profession. Each student enrolled in the Physical Therapy Program and each clinical facility providing clinical experiences will be informed in a timely manner and in writing of any modifications to these policies when they occur. Questions regarding changes in the clinical education policies should be directed to the Physical Therapy Program Director or Director(s) of Clinical Education, Physical Therapy Program, Midwestern University, Downers Grove, IL.
• Students must submit to a criminal background check through the University prior to matriculation into the P.T. program. The criminal background check is updated throughout the PT Program to comply with clinic standards.

• In order to participate in Practicum I, II, III, or IV, students must satisfactorily complete or remediate all academic courses prerequisite to and including those stated in the practica syllabi. Additionally, in order to participate in Practicum III, students must have provided their faculty advisor a complete draft of the case report or systematic review by the end of week 9 of the 3rd Fall Quarter.

• Students must also have a cumulative GPA of ≥ 2.7500.

• Students must meet individual facility requirements in order to participate at that facility. Individual facility requirements may include but are not limited to: special or more up to date background check, fingerprinting, respiratory fit testing, drug screening, physical, and interview. The cost for these requirements is the responsibility of the student.

**Standards and Requirements for Clinical Education Sites**

In order to achieve the objectives for the Health Professionalism I Field Experiences and all Practica, legal clinical affiliation agreements have been executed with a wide variety of facilities which meet the clinical site selection criteria of the Physical Therapy Program (refer to page 15). Sites may self-identify or be identified by the DCE, faculty, or students. The DCE is responsible for evaluating the ability of sites to meet the clinical education needs of the program. The DCE also has responsibility for establishing legal clinical affiliation agreements with sites. The Physical Therapy Program will continue to develop regional and national clinical education opportunities.

**Student Practica Assignment and Selection Process**

The DCE has administrative responsibility for determining that Health Professionalism I Field Experiences and Practica provide a context for the attainment of educational objectives for students and overall objectives of the Physical Therapy Program. Prior to the clinical experience assignment and selection process, clinical facilities identify their resources and availability to take students. Students will be randomly assigned to Health Professionalism I Field Experiences and Practicum I by the DCE. The DCE, in consultation with the student, will determine placements for Practica II-IV through a lottery process. Students should be prepared to travel to any facility with which the University has a legal clinical affiliation agreement. Clinical facilities have the right to change agreed-upon arrangements for any clinical experience at any time.

In order to provide students with fair and unique learning experiences, students will not be allowed to participate in Practica II, III, and IV at a clinic site in which they have previously been employed within the department of physical therapy, are currently employed, or have already committed to employment as a physical therapist upon graduation. In exceptional circumstances, the student may petition the DCE to participate in a practicum at the site of a previous employer. The DCE will approve or deny this petition.

**Expenses**

Students are responsible for all expenses associated with clinical education. Expenses may include, but are not limited to, transportation, meals, housing, professional attire and library fees. Financial aid planning should include an expense budget for clinical education when determining financial need.

Should a clinical facility determine that it will be unable to provide a clinical experience, the DCE, in consultation with the student, will identify an alternative clinical education site. Expenses related to changes in any clinical education or facility arrangement will remain the responsibility of the student.
Health Requirements
Students are required to have health insurance as long as they are enrolled in the University. Health requirements of the University and the facilities where students will have clinical experiences must be met prior to their participating in clinical education experiences. The Physical Therapy Program will cooperate with the Office of Student Affairs to verify each P.T. student's compliance with the health requirements of the University and notify clinical facilities via a health requirement verification form that the student has met the health requirements. However, some clinical facilities may require that the University provide copies of the individual student health record.

Students should also be aware that clinical facilities may have additional health requirements for students participating in clinical experiences. It is the student’s responsibility to comply with the requirements of each facility. To avoid delays in beginning clinical practica, students should contact the Center Coordinator of Clinical Education at each assigned clinical facility in a timely fashion regarding specific health requirements. **Students may not begin Practica experiences until all health requirements have been met.**

Emergency Medical Care
Students are responsible for the cost of emergency services during clinical education experiences. If students should incur an injury or needle stick, they should follow the needle stick/injury policy in the University Student Handbook. If the clinical site does not provide access to emergency services, the student (or a representative) should call the emergency response system (usually 911).

Confidentiality
All clinical faculty, clinical facility employees or representatives, students, academic faculty or University representatives shall protect from unauthorized disclosure all information, records and data pertaining to clinical facility patients, Physical Therapy Students or to the operations, facilities and staff of Midwestern University and the clinical facility. Students must be in compliance with HIPAA regulations.

Professional Conduct
Students are expected to emulate the legal, moral, and ethical standards expected of professionals in their respective areas and display behavior that is consistent with these qualities. Students must always identify themselves as a student and not misrepresent themselves as a licensed professional. *The Code of Responsibilities and Rights of the Students of Midwestern University* clearly states the mode of behavior that is expected of students in a number of areas. This code covers on-campus and off-campus activities. Students are expected to read and follow this code. Students also need to be aware that a lack of professionalism may result in disciplinary action, possible failure or expulsion. *(MWU Student Handbook: Conduct Code, section C; The Code of Responsibilities and Rights of the Students of MWU,* which can be found online at [http://mwunet.midwestern.edu/administrative/SS/ssSH_policy.htm#34](http://mwunet.midwestern.edu/administrative/SS/ssSH_policy.htm#34).

Policy on Harassment/Hostile Working Environment
It is the policy of MWU to provide an environment that is free from harassment because such conduct seriously undermines the atmosphere of trust and respect that is essential to a healthy work and academic environment. *(The complete MWU policy concerning Harassment may be found in the MWU Student Handbook, section H which can be found online at [http://mwunet.midwestern.edu/administrative/SS/ssSH_policy.htm#112](http://mwunet.midwestern.edu/administrative/SS/ssSH_policy.htm#112).*
Legal Requirements
Clinical practice in each facility is governed by state law, which varies from state to state. Students must become familiar with the physical therapy practice acts in states in which they will be doing Practica prior to starting the clinical experience.

Clinical facility and University educational responsibilities are defined in legal clinical affiliation agreements between the institutions. Students are responsible for following the rules and regulations of the facility during Practica.

Patient Right to Refuse/Decline Care
All patients have the right to refuse care provided by a PT student. Any refusal or declination must be honored by the clinical instructor (CI) and student. A CI has the responsibility to communicate with patients that a student may be involved in his/her care and seek permission for this.

Liability
Students' interactions with patients, their peers and others must be guided by the fact that they are not licensed physical therapists. P.T. students are not to render patient care and/or service except as such are identified for educational value and such activities are conducted within the context, guidelines, and regulations of academic coursework or clinical practica when the student is supervised by a licensed physical therapist. Students performing physical therapy evaluation or treatment outside of these guidelines may be subject to legal action for practicing physical therapy without a license.

Students are expected to consider the impact of their behavior on the safety of others at all times. The clinical facility may dismiss a physical therapy student, where, in the opinion of the clinical facility, the physical therapy student's behavior is an immediate threat to the health and well-being of the clinical facility or its patients. The clinical facility is encouraged to provide the University 24 hours notice prior to dismissal of a physical therapy student.

Stipends
Students are not allowed to negotiate for, nor accept, payment for patient services provided during Clinical Practica. Some facilities, however, may choose to provide the student with a small stipend to help defray tuition and housing costs. The DCE must be notified of any stipend arrangements prior to a Practicum. Additionally, the student is responsible for notifying the financial aid administrator that a stipend is received. It is a federal requirement that the student disclose all sources of aid that are utilized to assist with the costs of attending school, including living expenses. This stipend will be listed as a part of the total financial resources available for paying for the education.

Evaluation/Grading
Students earn a grade of “Pass (P)” or “Failure (F)” for Practica I-IV. Clinical faculty document student performance; the University determines the student’s grade. To earn a grade of “Pass,” the student must satisfactorily demonstrate safe, ethical, legal, and effective clinical performance (given academic preparation); complete all assigned projects; and submit all required documentation. Required documentation includes the APTA Student Evaluation of Clinical Experience, Physical Therapist Clinical Performance Instrument (CPI) completed by student and clinical instructor, Weekly Planning Summaries, Staff Development Project Feedback Form, and any other assigned materials.

Remediation Policy
In the event the student receives a grade of “Failure (F)” or "Incomplete (I)" for Practicum I, II, III, or IV, the student will be required to meet the course objectives by completing a remedial
program/course of study/clinical experience designed and documented by the DCE. The Student Academic Review Committee of the Physical Therapy Program shall review the academic progress of the student in accordance with the regulations described in the *Midwestern University Student Handbook*. Not more than one opportunity to complete a remedial program/course of study/clinical experience will be permitted per practicum. Scheduling of a remedial clinical experience is subject to availability.

Remediation must be satisfactorily completed before the student can participate in the subsequent Practicum. Failure to satisfactorily complete the prescribed remedial program/course of study/clinical experience within the specified time frame will result in a grade of “F.”

The Doctor of Physical Therapy Program is a continuous full-time program, extending 34 months from matriculation to graduation. The **maximum** allotted time for completion of the Doctor of Physical Therapy program is **52 months**. Students must satisfactorily complete all Practica requirements within this time period.

**Required Staff Development Activity**
During each Practicum (I, II, II, and IV), students will be required to prepare and present a mutually agreeable staff development activity related to the clinical practice of the facility. During Practicum I, the staff development activity should take the form of a review and analysis of an article in a peer-reviewed professional journal. Options during Practicum II may include review and analysis of articles in peer-reviewed professional journals, review and analysis of a patient education program, case studies, literature reviews, and specific topic presentations. Clinical instructors and/or center coordinators of clinical education will provide the student with feedback including organization of the activity, delivery of the activity and the ability of the student to field questions related to the activity. During Practicum II, students will also be required to complete a project on underserved populations or cultural issues related to the population served by the clinical facility. For Practica III & IV, the activity will be in the form of an evidence-based presentation to address a question posed by the student and staff at the facility. See the specific project description for details.

**Make Up Policy**
“Make-up” experiences will be arranged only under exceptional circumstances. A “make-up” clinical experience is defined as a rescheduled clinical experience due to an **excused** absence for all or a significant portion of a scheduled Practicum. It is the sole responsibility of the student to inform the DCE in **writing** when a personal, medical, or other situation exists or is expected to exist which will result in an inability to fully participate in a Practicum during the regularly scheduled time period. Requests for an excused absence and rescheduling of a Practicum must be made in writing to the DCE as soon as possible and must include acceptable and adequate documentation to support the request. The DCE and Program Director shall consider each request on its individual merits, and all decisions for approval or denial shall be final. The scheduling of any make-up clinical experience, if approved and available, shall be the responsibility of the DCE. Any costs, which are a result of the rescheduling of a clinical experience, shall be the sole responsibility of the student.

**Attendance Policy**
Each student is required to complete the assigned Health Professionalism I Field Experiences and 40 hours of clinical practice per week during full-time Practica I-IV. Health Professionalism I Field Experience hours will be scheduled by the DCE. Clinical hours during full-time Practica for the student are determined by the clinical facility. Potential hours may include 12 hour work days, evening hours, and weekend hours.
Time spent in clinical practice is important to the student’s professional development. Missed hours will be indicated on the Practicum evaluation tool. Students and clinical faculty should adhere to the following policy if illness, personal emergency, personal incapacitation, or other exceptional problems of a serious nature causes a student to be absent from required hours of clinical experience.

The student must inform both the Clinical Instructor and the DCE when one or more days of the clinical experience are missed.

When clinical practice time is missed, students are expected to make up the time missed. Options may include extended workdays and/or weekends with adequate supervision within the time period specified for the Practicum unless other arrangements have been confirmed in writing between the clinical facility and the University. Missed time not made up will be indicated on the Practicum evaluation tool. If missed time exceeds that which can be made up at the clinical facility, then refer to the Make Up Policy section.

Any exception to this attendance policy is at the discretion of the DCE.

**Illness and Injuries**

Any student who becomes ill and is unable to attend any portion of clinical practice must notify his/her Clinical Instructor and the DCE as early as possible on EACH day when he/she is absent. Extended absences beyond 3 days will require verification of illness from a physician and a physician’s release to return to the clinical facility. If missed time due to illness exceeds that which can be made up at the clinical facility, then refer to the Make Up Policy section.

If a student becomes injured during the time that they are completing practica and the injury causes the student to no longer be in compliance with the technical standards (e.g. unable to perform required job duties such as pushing, pulling, lifting, squatting, etc.) then the DCE(s) as well as the Clinical Instructor must be notified as soon as possible. A note from a physician verifying that the student is cleared to return to clinical work is required for the student to return to the clinical site.

The DCE should be notified immediately of any injury incurred by a student during Practicum hours that requires medical care. Emergency medical care will be provided to the student by the facility at the student’s expense.

**Holidays**

Students will be required to attend Practica on holidays if the clinical facility requires the employees to work on the holiday.

**Other**

Should the student find it necessary to request time off for exceptional circumstances, he/she is expected to make any such requests as early as possible to the DCE and each individual facility. The DCE will make a decision to approve or deny this request for time off. It is NOT ADVISABLE for a student to make any plans to take time off prior to receiving approval first from the DCE, and subsequently, from the clinical instructor, and center coordinator of clinical education.

**Professional Clinical Attire**

The public and health care providers recognize certain types of apparel as being “professional.” The professional attire policy is to remind students that their role in health care is of a professional
nature. It will assist students in presenting themselves as professionals in the medical community and as appropriate representatives of Midwestern University. The professional attire policy has been developed in consideration of comfort and ease of care as well as the conveyance of a professional atmosphere. Common sense should rule grooming style and technique. Students are expected to adhere to the professional attire policy during all Field Experiences and Practica. Failure to observe the professional attire policies may result in the student being asked to leave the premises. Habitual violators are subject to review and action by the appropriate college Student Promotions Committee.

1. Students should wear lab coats (unless directed otherwise by clinical instructor) with appropriate street clothes. Lab coats may be suit jacket, three-quarter or full length and must be white. Appropriate street clothing includes shirts, blouses or sweaters, and dark slacks; ties are encouraged for men. If a tie is not worn, then only the top button should be open at the neck. “Jeans” style slacks, T-shirts, sweat suits, see through fabrics, low-cut blouses, tight-fitting clothing, shorts and short skirts are unacceptable.

2. Rubber soled shoes are strongly recommended. Shoes are to be closed-toe, low heeled, dark, or professional white in color. Clogs, heels higher than 1”, sandals and thong shoes are unacceptable. Wearing of athletic shoes will be dependent upon the policies of the individual clinical facility. If athletic shoes are worn, they must be white, with minimal markings and in excellent condition.

3. University or facility-provided name tag must be worn as part of the professional attire and must be visible to anyone who is approaching.

4. Midwestern University Physical Therapy Student patch must be attached to all lab coats.

5. Fingernails should not extend beyond fingertips. Artificial nails are not allowed. The rationale behind this is that the CDC has found evidence that artificial nails may contribute to the transmission of health care acquired pathogens.

6. Colored nail polish and perfume/cologne should be used with discretion.

7. Excessive jewelry and makeup should be avoided.

8. Good personal hygiene and grooming are expected.


Self-Directed and Team Learning
Self-directed learning is the key to building a successful career. Students must take responsibility for attaining and maintaining skills during their clinical experiences and throughout their professional careers. A key component to successful Practica is the willingness to accept the responsibility of directing one’s own learning.

Students may enter into their Practica believing that they will passively absorb everything that they need to learn through observation and practice. However, it is imperative for students to take a more active role in providing direction for their individual learning experiences. Reading, study, discussion and reflection are indispensable and should be done daily. Frequent experience in evaluation, treatment and follow-up will provide the student with depth of understanding and technical proficiency. Students will need to take responsibility for monitoring the types of learning
experiences to which they are being exposed. It is important to achieve a balance between managing the frequently occurring and the less common conditions for which physical therapy services are provided.

Students may also have the opportunity to act as a team with another PT student from this program or another PT program during some or all of their Practica. Students will be expected to participate in and facilitate the learning of their fellow PT students. PT students are strongly encouraged to seek out opportunities to interact with OT, PTA and other health profession students when opportunities arise. Establishing early links with the other health professionals will help to prepare the PT student to refer appropriate clients for their individual services.

**CLINICAL SITE INFORMATION**

**Clinical Site Selection Criteria**

Midwestern University Physical Therapy Program will utilize the following criteria when considering potential clinical education sites:

Criteria (based on APTA Guidelines and Self-Assessment for Clinical Education)

1. MWU clinical education program and clinical site demonstrate compatible philosophy of patient care and clinical education.

2. Clinical site provides an active, stimulating learning environment.

3. MWU clinical education program planning includes academic, student & clinic objectives.

4. Clinical site provides quality learning experiences with adequate patient census to provide an educational program.

5. Clinical site demonstrates ethical/legal practice and is an equal opportunity employer.

6. Clinical site maintains appropriate certifications/licensure when applicable.

7. Clinical site staffing levels/experience are adequate to provide for clinical instruction.

8. Center coordinator of clinical education and clinical instructor have appropriate qualifications or demonstrate the desire to develop appropriate resources/skills.

9. Staff development programs, including clinical education, are encouraged and facilitated by the clinical site.

10. Special clinical expertise is available to students.

11. Clinical site clearly defines physical therapy personnel roles.

12. Clinical site conducts quality assurance programs.

13. Physical therapy staff members are active in professional activities.

14. Clinical site provides support services to students as needed.
Role of Clinical Education Faculty and Staff

Director of Clinical Education (DCE)
The DCE(s) are the course coordinators for all Clinical Education Practica and are responsible for all aspects of the courses. The DCE(s) are responsible for recruiting sites, establishing legal clinical affiliation agreements, assigning students to sites, and providing grades based on information from the clinical sites and completion of all coursework. The DCE(s) serve as the liaison between the Midwestern University Department of Physical Therapy and the clinical education sites, and are responsible for the development and implementation of the clinical education program.

The DCE(s) work with the students to provide information, consultation, and facilitation of appropriate clinical site selection. The DCE(s) communicate with the students, CCCE, and CI prior to, and during each clinical education experience to provide support and to foster a positive clinical education learning experience.

Center Coordinator of Clinical Education (CCCE)
The Center Coordinator of Clinical Education (CCCE) is responsible for coordinating assignments and activities of students at a clinical education site. Most often, a physical therapist or physical therapist assistant is designated as the CCCE; however, nonphysical therapy professionals may possess the skills to organize and maintain a clinical education program.

Duties of a CCCE are to:
1. Initiate contact with academic facility.

2. Facilitate the completion of a clinical affiliation agreement. The DCEs at Midwestern University will provide the clinical site with a standard agreement. If the clinical site utilizes its own legal agreement, then it should be submitted to Midwestern University for review by the risk management and administration teams.

3. Complete Clinical Site Information Form (CSIF) annually.

4. Indicate the number of students the clinical site will be able to accommodate during each of the scheduled practica and what types of experiences the clinical site can offer the students on the annual commitment form. This commitment may change from year to year.

5. Provide orientation to the students about the clinical site. First contact may be by phone, letter, or email. Comprehensive orientation on first day of experience.

6. Establish/update a student handbook of pertinent information including clinical site policies for student experiences.

7. Facilitate education and training for clinical instructors.

8. Direct and delegate clinical supervision of students.

Clinical Instructor (CI)
The Clinical Instructor (CI) is the physical therapist responsible for instruction, supervision, and evaluation of the student at the clinical education site. The CI must hold a physical therapy
license within the state that they practice. One year of clinical experience is strongly preferred as minimal criteria for serving as the CI. At some sites, more than one CI may share a student (2:1 model), or one CI may supervise more than one student (1:2 model).

Guidelines for Clinical Instructors (based on the APTA Clinical Instructor Guidelines, 2009)

The CI demonstrates:
1. Clinical competence, and legal and ethical behavior that meets or exceeds the expectations of members of the profession of physical therapy.
2. Effective communication skills.
3. Effective behavior, conduct, and skill in interpersonal relationships.
4. Effective instructional skills.
5. Effective supervisory skills.
6. Performance evaluation skills.

Rights and Privileges for Clinical Instructors/Clinical Sites

In appreciation of the time, effort, and support our clinical education sites provide to the physical therapy community of Midwestern University, Midwestern University’s Physical Therapy Program is pleased to be able to offer the following benefits to clinical facilities who serve as clinical education sites:

1. Participating in clinical education provides a source of professional stimulation for clinical staff. It provides a context for clinicians to examine their approach to practice regarding such issues as clinical decision making, evaluation methods, and intervention strategies. Participating in student programs can help stimulate challenging discussion and inquiry regarding clinical practice.

2. Physical Therapy Program faculty members are available as a resource for clinical practice questions, educational questions and research questions.

3. Clinical site is entitled to a maximum of 1 in-service per year provided by MWU faculty. Clinical sites will be eligible for a MWU faculty in-service after hosting at least 3 clinical education students.
   - Once your facility is eligible to receive an in-service, you must submit a request stating your needs and specify the objectives for the in-service to the Co-Directors of Clinical Education. The DCEs will determine if there is a faculty member available to meet the stated objectives. First consideration will be given to those facilities who have not previously requested an in-service program. After that, requests will be considered based on faculty availability and order of receipt of request for an in-service. No honorarium will be expected for the in-service presentations. Reimbursement of travel expenses will not be expected for distances less than 200 miles round trip.
   - Large, corporate facilities may request a larger group “regional” in-service.

4. Library benefits:
Midwestern University (MWU) Libraries are accessible to students, faculty, and staff seven days per week, including evening and weekend hours. Clinical educators may access the library Monday-Friday from 9am – 5pm, with some form of identification. They may gain evening and weekend access with a letter, obtained prior to the visit, from the Director of Clinical Education.

Clinical educators may access the Midwestern University Library website at http://www.midwestern.edu/library_home.html after applying for an Athens password. Please contact DCE for more information.

5. Clinical sites will have the opportunity to send their staff to continuing education courses sponsored by Midwestern University at a reduced tuition fee.

6. Midwestern University’s Department of Physical Therapy will offer 3 - $100.00 scholarships per year for CCCE or CI attendance at an APTA sponsored Clinical Instructor Training Course. Requests for scholarships will be submitted to the Director(s) of Clinical Education and will be considered in the order that they are received.
RESOURCES

University Resources


Code of Responsibilities and Rights of the Students of Midwestern University: http://mwunet.midwestern.edu/administrative/SS/ssSH_append.htm#1


Clinical Education Resources


