

CLINICAL EDUCATION HANDBOOK

Department of Physical Therapy
2018 - 2019

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HANDBOOK PURPOSE

This Clinical Education Handbook provides necessary information regarding policies, responsibilities, and expectations for clinical facilities and students associated with clinical education in the Doctor of Physical Therapy (DPT) program at Samford University. Students are accountable and responsible for all information contained in this Clinical Education Handbook. In addition to the policies and procedures contained in this Clinical Education Handbook, students are also responsible for policies and procedures outlined in the DPT Student Handbook.

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ACCREDITATION STATUS

The accrediting body for physical therapy academic preparation programs is the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, VA 22314; phone; (703) 706-3245; accreditation@apta.org. Accreditation is required for eligibility to sit for the licensure examination, which is mandatory in all states.

Statement of Accreditation

Effective April 29, 2015 the DPT program at Samford University has been granted Candidate for Accreditation status by the Commission on Accreditation in Physical Therapy Education (1111 North Fairfax Street, Alexandria, VA 22314; phone: (703) 706-3245; email: accreditation@apta.org). Candidate for Accreditation is a pre-accreditation status of affiliation with the Commission on Accreditation in Physical Therapy Education that indicates that the program is progressing toward accreditation and may matriculate students in technical/professional courses. Candidate for Accreditation is not an accreditation status nor does it assure eventual accreditation.

The Department of Physical Therapy is committed to maintaining complete compliance with all accreditation criteria as prescribed by CAPTE. This includes but is not limited to timely submission of all required documents including:

- ❖ Annual Accreditation Reports (AAR)
- ❖ Self-study Reports
- ❖ DPT Program data related to admission, graduation, and outcome measures
- ❖ Timely submission of all fees associated with CAPTE accreditation
- ❖ Timely notice of any planned or unexpected substantive DPT Program changes
- ❖ Timely notice of institutional factors which may affect the DPT Program
- ❖ Timely remediation of any situation which may result in CAPTE non compliance

Accountability - The department chair or its designee(s) is responsible for maintaining compliance with CAPTE. The faculty are responsible for mapping curriculum content to the CAPTE criteria and designing learning experiences to meet curricular objectives, and assessing learning outcomes. The students are encouraged to provide constructive feedback concerning learning experiences, to actively engage in learning experiences in order to be successful graduates, and to meet graduate outcomes.

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DOCTORATE OF PHYSICAL THERAPY (DPT) PROGRAM

DPT Program Mission Statement

The mission of the DPT Program is to nurture and prepare doctors of physical therapy who provide evidence---based physical therapy practice, engage in ethical decision making, promote health and wellness, and are committed to lifelong learning and growth in faith, personhood, and intellect within a Christian environment.

DPT Program Statement of Philosophy

The Department of Physical Therapy, its faculty, and students are called to serve persons in need through the profession of physical therapy. PTs are trained to diagnose movement dysfunction and provide evidence---based interventions that maximize physical function. At Samford University, we also value the faith and spiritual growth of our patients and emphasize these principles through ethical practice with a primary focus of improving the overall quality of life. The faculty believe a faith---based education which emphasizes compassion, caring, service, and a balanced life with broad social and cultural interests best prepares students for physical therapy practice.

Doctors of Physical Therapy are autonomous practitioners and can provide initial access into the health care system. Today, health care spans the continuum from health promotion, to prevention, and to rehabilitation for persons across the lifespan. As a result, a PT may serve multiple roles. In order to serve patients best, PTs will need to work collaboratively with other health care providers, community leaders, and organizations. Using the ¹International Classification of Functioning (ICF), Disability, Health enablement, APTA's Patient/Client Management models, and the core competencies for Interprofessional Education Collaborative (IPEC) as the theoretical foundations of care, the PT relates interventions to impairments in body functions and structures, activity, and participation while considering the contextual differences of the patient, culture, social setting, psychological influences, and economic constraints with a team of health care providers.

The DPT curriculum represents the dynamic interaction of foundational and diagnostic sciences with patient---client management and service to person and community. The core curricular philosophy places emphasis on preparing students to become collaborative, patient---centered health care providers. We are preparing students to be life---long learners with attention paid to the health and wellness needs of their patients and the communities in which they live. We believe that doctoral---level education is a collaborative experience where faculty and students work together to facilitate learning and personal growth. We expect students to assume responsibility for learning and pursue their education at the depth and breadth appropriate for a clinical doctorate candidate. The educational environment should promote evidence---based decision making while allowing for diverse perspectives and learning styles with a common goal of serving persons in need. The environment should promote personal empowerment, and both personal and professional accountability as well as responsibility.

The philosophy of the DPT Program mission is anchored in Christian understanding, and ethical and moral values. It is guided by an adherence to contemporary practice expectations and normative models of physical therapy education. Doctor of Physical Therapy graduate education preparation is based in evidence and aligned with both contemporary practice expectations and models of

examination, evaluation, diagnosis, prognosis, interventions, and outcomes within a framework of ethical and compassionate care. The curriculum is designed to develop the habits of students becoming consumers and researchers seeking knowledge and incorporating evidence into clinical practice and scholarship. Students will engage in clinical practice with students from other disciplines, and will train with evidenced-based practitioners demonstrating collaborative communication with other care providers and community organizations as described in the Guide to PT Practice (<http://guidetoptpractice.apta.org>).

¹ International Classification of Function

DPT PROGRAM GOALS

Program Goal 1: Prepare Doctors of Physical Therapy who contribute to the advancement of physical therapy practice and education.

Program Goal 2: Promote service and scholarship through evidence-based physical therapy practice.

Program Goal 3: Prepare graduates with the knowledge and skill to improve health and wellness.

EXPECTED PROGRAM OUTCOMES

Program Goal 1: Prepare Doctors of Physical Therapy who contribute to the advancement of physical therapy practice and education.

Faculty Goals:

Faculty Goal 1.1

- ❖ Faculty will demonstrate a commitment to serve the profession of Physical Therapy.
 - Expected Outcome: Faculty will publish peer-reviewed scholarly work
 - Expected Outcome: Faculty will model contemporary physical therapy practice across different practice settings

Faculty Goal 1.2

- ❖ Faculty will model patient-centered care and ethical decision-making.
 - Expected Outcome: Faculty will be members of the APTA and participate in APTA activities

Faculty Goal 1.3

- ❖ Faculty will utilize and develop innovative assessment and teaching techniques.
 - Expected Outcome: Faculty will be viewed as ethical, patient centered practitioners by students, patients, and employers

Student Goals:

Student Goal 1.1

- ❖ Students will develop the skills necessary for entry-level physical therapy practice.
 - Expected Outcome: Students will pass all skill assessments
 - Expected Outcome: Students will pass all competency exams
 - Expected Outcome: Students will pass all professional internship courses

Student Goal 1.2

- ❖ Students will demonstrate oral and written communication skills
 - Expected Outcome: Students will demonstrate competency in written documentation
 - Expected Outcome: Students will demonstrate patient-centered communication
 - Expected Outcome: Students will actively reflect and participate in self-assessment process

Student Goal 1.3

- ❖ Students will participate in advancement of physical therapy education.
 - Expected Outcome: Students will present an educational topic in the classroom and/or clinic
 - Expected Program Outcome: Students will attend a physical therapy educational meeting

Graduate Goals:

Graduate Goal 1.1

- ❖ Graduates will demonstrate entry-level skill for professional behavior and physical therapy practice.
 - Expected Outcome: Graduates will pass the NPTE licensure exam
 - Expected Outcome: Graduates will demonstrate entry-level professional behaviors

Graduate Goal 1.2

- ❖ Graduates will participate in physical therapy education.
 - Expected Outcome: Graduates will become clinical instructors

Graduate Goal 1.3

- ❖ Graduates will adopt service as an integral part of their professional practice.
 - Expected Outcome: Graduates will value service as a PT Professional
 - Expected Outcome: Graduates will actively participate in service organizations

Program Goal 2: Promote evidence-based physical therapy practice through patient care and scholarship.

Faculty Goals:

Faculty Goal 2.1

- ❖ Faculty will demonstrate use of evidence-based practice during both patient client management and service activities.
 - Expected Outcome: Faculty will publish peer-reviewed scholarly work
 - Expected Outcome: Faculty will actively engage in inter-professional education in CHS
 - Expected Outcome: Faculty will be actively engaged in pro-bono physical therapy services

Student Goals:

Student Goal 2.1

- ❖ Students will demonstrate a commitment to using evidence in patient- client management.
 - Expected Outcome: Students will pass all professional internship courses
 - Expected Outcome: Students will demonstrate use of evidence during service activities
 - Expected Outcome: Students will pass all competency exams
 - Expected Outcome: Students will demonstrate use of evidence during PCM courses

Graduate Goals:

Graduate Goal 2.1

- ❖ Graduates will demonstrate evidence based physical therapy practice.
 - Expected Outcome: Graduates will present examples of evidence based practice
 - Expected Outcome: Graduates will use evidence based tests and measures and intervention strategies in clinical practice

Program Goal 3: Prepare graduates with the knowledge and skill to improve health and wellness.

Faculty Goals:

Faculty Goal 3.1

- ❖ Faculty will provide health and wellness services within their physical therapy practice.
 - Expected Outcome: Clinical education sites will provide health and wellness services
 - Expected Outcome: Faculty will promote use of health and wellness measures

- Expected Outcome: Faculty will submit peer-reviewed scholarship related to health and wellness programs

Faculty Goal 3.2

- ❖ Faculty will demonstrate the commitment to serve communities with health related needs.
 - Expected Outcome: Faculty will be members of health services organization/associations outside of physical therapy
 - Expected Outcome: Faculty will participate in community service programs
 - Expected Outcome: Faculty will develop community health/wellness programs

Student Goals:

Student Goal 3.1

- ❖ Students will serve communities with health and wellness needs.
 - Expected Outcome: Students will participate in a community service project
 - Expected Outcome: Students will include health and wellness services as a part of patient client management

Student Goal 3.2

- ❖ Students will demonstrate competency in developing health and wellness programs for diverse populations across the lifespan.
 - Expected Outcome: Students will health, wellness, and fitness programs for persons with physical disabilities
 - Expected Outcome: Students will pass all skills assessment related to health and wellness procedures
 - Expected Outcome: Students will pass all competency exams

Graduate Goals:

Graduate Goal 3.1

- ❖ Graduates will report health and wellness services/programs in diverse populations across the lifespan.
 - Expected Outcome: Graduates will work in practice settings that include health, wellness, and fitness services
 - Expected Outcome: Graduates will provide health and wellness service in their PT practice

PROFESSIONAL INTERNSHIPS

Professional internships are full-time, supervised professional experiences in a health care setting to provide students with the opportunity to apply previously acquired knowledge & skill to client care. Emphasis is on applying acquired knowledge and skill for examination, evaluation, care planning, and intervention techniques. Experiences include care of problems related to musculoskeletal, neuromuscular, cardiovascular/pulmonary and integumentary systems. Experiences in supervision, consultation, research, management, and teaching, when available, are also included.

Professional Practice Behavior Violations

A student may be dismissed from the DPT Program for any, but not limited to, of the following clinical practices:

1. Unsafe practice
2. Professional error or poor professional judgment affecting patient safety
3. Inability to cooperate with faculty, clinical faculty (CI/CCCE), peers, patients, or facility staff
4. Habitual tardiness or absenteeism
5. Practicing physical therapy outside the confines of the DPT Program or without proper supervision
6. Consistent lack of preparation for clinical experiences
7. Evidence of drug or alcohol abuse
8. Falsification of records
9. Medication diversion
10. Unprofessional behavior, including unethical or illegal behavior

Confidentiality Academic Program/Professional Practice

To remain in compliance with the federal Health Insurance Portability & Accountability Act (HIPAA) regulations and to respect the confidentiality of patient information, DPT students may not remove any patient protected health information (PHI) including patient health records or photos from the clinical site or physical therapy department. Any use of images or material containing confidential information will require a written consent and must comply with HIPAA and facility policies & procedures (see Appendix: *Consent and Release Form*).

Unauthorized disclosure of patient information may violate state or federal laws (including HIPAA), and unauthorized release of information may result in dismissal from school and legal action taken against the student.

Please note: HIPAA rules and regulations also apply to individuals, including students, faculty, and clinicians who volunteer to serve as demonstration subjects.

No photos or video of any patient or patient records can be taken. Avoid having pictures taken of you during clinical experiences unless the photographer is authorized by the facility to take pictures, and you are properly identified as a Samford DPT student by dress and Samford ID badge.

No information of any kind related to patients or your clinical experiences may be posted on social media.

Students must respect facility specific information such as protocols and administrative information as confidential.

Code of Ethics for the PT

Preamble:

The Code of Ethics for the PT (Code) delineates the ethical obligations of all PTs as determined by the House of Delegates of the American Physical Therapy Association (APTA). The purposes of this Code are to:

1. Define the ethical principles that form the foundation of PT practice in patient/client management, consultation, education, research, and administration.
2. Provide standards of behavior and performance that form the basis of professional accountability to the public.
3. Provide guidance for PTs facing ethical challenges, regardless of their professional roles and responsibilities.
4. Educate PTs, students, other health care professionals, regulators, and the public regarding the core values, ethical principles, and standards that guide the professional conduct of the PT.
5. Establish the standards by which the APTA can determine if a PT has engaged in unethical conduct.

No code of ethics is exhaustive nor can it address every situation.

See the APTA Code of Ethics at:

www.apta.org/uploadedfiles/APTAorg/about_us/policies/ethics/codeofethics.pdf

PTs are encouraged to seek additional advice or consultation in instances where the guidance of the *Code* may not be definitive.

This *Code* is built upon the five roles of the PT (management of patients/clients, consultation, education, research, and administration), the core values of the profession, and the multiple realms of ethical action (individual, organizational, and societal).

PT practice is guided by a set of seven core values: accountability, altruism, compassion/caring, excellence, integrity, professional duty, and social responsibility. Throughout the document, the primary core values that support specific principles are indicated in parentheses. Unless a specific role is indicated in the principle, the duties and obligations being delineated pertain to the five roles of the PT.

Fundamental to the Code is the special obligation of PTs to empower, educate, and enable those with impairments, activity limitations, participation restrictions, and disabilities to facilitate greater independence, health, wellness, and enhanced quality of life.

Principles:

Principle #1: PTs shall respect the inherent dignity and rights of all individuals. (Core Values: Compassion, Integrity)

Principle #2: PTs shall be trustworthy and compassionate in addressing the rights and needs of patients/clients.

(Core Values: Altruism, Compassion, Professional Duty)

Principle #3: PTs shall be accountable for making sound professional judgments. (Core Values: Excellence, Integrity)

Principle #4: PTs shall demonstrate integrity in their relationships with patients/clients, families, colleagues, students, research participants, other health care providers, employers, payers, and the public.

(Core Value: Integrity)

Principle #5: PTs shall fulfill their legal and professional obligations. (Core Values: Professional Duty, Accountability)

Principle #6: PTs shall enhance their expertise through the lifelong acquisition and refinement of knowledge, skills, abilities, and professional behaviors. (Core Value: Excellence)

Principle #7: PTs shall promote organizational behaviors and business practices that benefit patients/clients and society.

(Core Values: Integrity, Accountability)

Principle #8: PTs shall participate in efforts to meet the health needs of people locally, nationally, or globally.

(Core Value: Social Responsibility)

APTA Guide for Professional Conduct

Purpose

This Guide for Professional Conduct (Guide) is intended to serve PTs in interpreting the Code of Ethics for the PT (Code) of the APTA in matters of professional conduct. The APTA House of Delegates in June of 2009 adopted a revised Code, which became effective on July 1, 2010.

The Guide provides a framework by which PTs may determine the propriety of their conduct. It is also intended to guide the professional development of PT students. The Code and the Guide apply to all PTs. These guidelines are subject to change as the dynamics of the profession change and as new patterns of health care delivery are developed and accepted by the professional community and the public.

See the APTA Guide for Professional Conduct at:

www.apta.org/uploadedfiles/APTAorg/practice_and_patient_care/ethics/guideforprofessionalconduct.pdf

Professional Attire – Patient Care Facilities

Students should adhere to the listed guidelines when in patient care facilities, either for internships or class. Dress code should be discussed prior to the first day of professional internships. If the facility has additional requirements, please follow those guidelines.

- Name badges are required at all times
- Clothing should be clean, neat, and in good condition
- Shirts must provide full coverage of the trunk during bending and reaching, no visible cleavage or midriff. T-shirts and sleeveless shirts are not acceptable. Collared shirts are required for men (tie highly recommended in outpatient clinical settings)
- Slacks or long pants-no skirts or shorts. Cargo pants or jeggings/leggings are not acceptable. Jeans may only be worn when specifically permitted by the clinic on a designated day. No “skinny” jeans even if allowed by the facility.
- Shoes must have closed toes and closed heels for your safety. No sandals.
 - Shoes should not have a heel greater than 1 inch. Rubber soles are preferred. Clean athletic shoes are permitted if acceptable to the facility
- Keep jewelry to a minimum to avoid risk of injury to the patient or the student. No dangling jewelry, earrings/necklaces. Please take steps to prevent sharp edges or protrusions on rings from injuring patients
- The only visible body piercing permitted is in the ears
- All tattoos must be concealed at all times
- No perfume or cologne should be worn
- Hair is clean and arranged so as not to interfere with patient care or the student’s vision. Tie back long hair
- Fingernails must be short. No artificial nails
- Chewing gum is not allowed. No eating or drinking in patient care areas
- Students are expected to be professionally groomed and to maintain personal hygiene

Name Badges

Students are expected to wear their Samford name badges obtained from the Office of Public Safety. The name badge must include the student’s photo, name, and credentials as a “Physical Therapist Student.” Replacement badges cost \$15 and will be the responsibility of the student.

Identification is to be worn in a visible location above the waist at all times when in patient care settings. Students must introduce themselves to all patients and staff as a “student PT.”

If a site requires facility issued name badges, the student must wear the Samford and facility name badges. The exception to wearing the two name badges is if the facility name badge meets all criteria stated above; it includes a photo, the student’s name, and clearly states the role as “student PT.”

Use of Electronic Devices

The Samford policy for use of electronic devices states they are prohibited in class and at public events unless specifically permitted.

Students wishing to use audio or video devices to record classroom lectures or discussions must obtain written permission from the instructor (See Audio/Video Recording of Class Lectures form in the appendices section of this handbook).

Such recordings are to be used solely for the purposes of individual or group study with other students enrolled in this class. They may not be reproduced, shared with those not in the class, or uploaded to publicly accessible web environments.

It is the stance of this DPT Program that electronic devices and technology are an integral part of daily life. However, inappropriate use of technology in the classroom or patient care areas is disruptive to teaching, learning, and patient care.

Examples of inappropriate use of electronic devices include: ringing cell phones, text messaging, watching videos, playing games, reading or responding to email, instant messaging, or using the internet for material unrelated to class or patient care activities.

Below are guidelines for proper use of electronic devices during class, lab, and/or professional internships:

- Turn off cell phones or set them to vibrate mode during class, lab, internships, and other DPT Program activities
- Laptop computers and/or tablets are to be used for specific instructional activities only
- Photos, audio, or video recording of lectures, labs, or review session (prior to or after exams) may not be taken without authorization of the instructor. Permission must be obtained directly from instructor prior to posting or disseminating the information recorded.

Students must follow the health care facility's policy regarding the use of personal electronic devices (phones/computers). Discuss the facility's policy during your first week of internships. If electronic devices are allowed, please restrict their use to patient care related activities.

Unless the matter is emergent, personal issues should NOT be handled during internship hours. Please handle personal matters in a manner that does not interfere with professional responsibilities.

The school or the health care facilities are NOT liable for lost, stolen, or damaged personal electronic devices. Note: If a facility has cameras, stolen electronic devices may not be a reason for accessing the video.

Do not use personal electronic devices to take pictures or videos of patients or patient records. Students found in violation of this policy may be subject to disciplinary action under the Values Violations listed in the Samford University Student Handbook.

Internship Evaluations

Students receive a "pass" or "fail" grade based on compliance with course requirements and successful completion of course objectives in the PI courses. The WebCPI is used to assess the student performance related to course objectives.

The DCE is responsible for assigning grades and will consider WebCPI ratings, course assignments, WebCPI comments, and/or discussions with the CI, CCCE, and/or student during the assessment.

When assigning grades, the DCE will consider clinical setting, students' level of experience with patients or clients complexity, students' level of experience within the didactic and clinical components, whether any significant concerns identified were appropriately addressed in consultation with the DCE, relative weighting or importance of each performance criterion, expectations of site and academic program, progression of performance, and the congruence between the CIs feedback and student self- assessment. Refer to Professional Internship CPI Grading Criteria. In addition, students must satisfactorily complete all portions of the PI assignment by the posted deadlines in Moodle.

Prior to the beginning of each PI course, the DCE will review with DPT faculty the performance of all students to assure that they are in good academic standing.

Student Rights and Responsibilities

The DPT program expects an acceptable quality of work and mature, professional behavior from every student enrolled in the DPT Program. Student responsibilities include, but are not limited to the following:

1. Contact clinical facilities at least 8 weeks in advance of the first day of arrival, send an introductory email/letter, confirming arrangements and obtaining information about site policies and procedures. Students are responsible for having all required documentation the first day of the clinical assignment.
2. Engage in the facility orientation process.
3. Arrive on time each day prepared for PI assignments and remain engaged in patient care or educational activities throughout the internship day. The change of schedule option will be reviewed and pre-approved on a case by case basis. All absences, changes of schedule, and late arrivals during PI are to be documented in Exxat.
4. Refrain from attending to personal business during internship experiences.
5. Carry out assignments without excessive reminders (e.g., weekly reviews, action plans, case logs, CPI, PTSE).
6. Prior to the beginning of the clinical experience, review personal goals, internship goals/objectives, and experience level with the CI. Revisit goals on a regular basis.
7. Maintain current CPR certification and health records (vaccinations, exams).
8. Maintain accountability for own learning activities.
9. Respect and show appreciation for the CI/CCCE's experience, willingness to contribute to the student's learning experience, and individual approach to patient care.
10. To behave in a professional manner and be receptive to educational experiences.
11. Communicate effectively, respectfully, and in a timely manner.
12. Wear name badge in a visible location above the waist.
13. Always take time for the SU DPT five points of professionals:
 - a. Wash hands
 - b. Introduce self as a "student PT"
 - c. Confirm the patient's identity using two identifiers
 - d. Explain the procedure
 - e. Obtain consent prior to contact and procedures. The same applies to care of non-patient volunteer subjects.

14. Demonstrate preparation for internship experiences.
15. Maintain safety at all times to include use of standard precautions.
16. Act professionally and ethically at all times.
17. Accept constructive criticism and use it to improve performance.
18. Ensure supervision by a licensed PT.
19. Respect the confidentiality of all information obtained during internships, including patient information in accordance with HIPAA, as well as, facility information such as protocols and administrative information.
20. Communicate to the DPT Program any unprofessional, unsafe, unethical, or illegal practices during PIs according to the critical incident protocol.

Student Rights

Students in an internship-learning environment should expect the following:

1. To learn in a non-threatening environment.
2. To maximize opportunity to obtain internship experiences.
3. To be respected as a student PT.
4. To be communicated with clearly, honestly, and in a timely manner.
5. To have personal property respected.
6. To have all student/instructor communication conducted in a respectful manner
7. That they will not be exploited for the profit of the internship facility.

Should a student encounter a situation in which they feel that these rights are being violated, the student is encouraged to consult the problem resolution section of this manual.

All patients have the right to refuse participation in the PT clinical education process. The student must respect this right during their clinical experience.

Professional Internship Orientation

PT students should send an introductory email/letter to facilities at least 8 weeks in advance of the first clinical day. Students are to review the CSIF in developing the letter in order to focus questions, and students are to follow-up the introductory email with a phone call.

Students are to arrive early on the first day to allow for unexpected issues, such as commute and parking problems.

Areas for the DPT student to cover during clinical orientation:

- ❖ Determine CI(s), designating a primary CI in the case of multiple CIs or alternate CCCE in the case of the CCCE serving as the primary CI
- ❖ Facility Policies and Procedure
 - Emergency Procedures
 - Fire Safety Plan
 - Identification

- Personal Electronic Devices
- Inclement Weather Policy
- Food/Drink Policy
- Absence/Late Arrival Policy
- Dress Code
- Health/Safety Requirements
 - Infection Control Procedures
 - Incident Reporting
- ❖ Facility Specific Internship Requirements – expectations and projects (Ex. develop/update facility student manual or online CSIF, in-service, article reviews)
- ❖ Health care organization, philosophy, and mission
- ❖ Names and roles of staff
- ❖ Plan for available special learning experiences (observing surgery, specialized areas, working with other disciplines – interprofessional practice)
- ❖ Documentation (students review facility chart review check list if available)
- ❖ Billing/3rd party payer requirements and any policies specific to students
- ❖ Facility Tour:
 - Storage of personal items/food
 - Cafeteria if available
 - Emergency exits
 - Fire extinguishers
 - First aid kits, crash carts, and defibrillator
- ❖ Determine a designated place for completing documentation/assignments
- ❖ Schedule for meetings (staff meetings, grand rounds)

Areas for student to discuss with CI(s) during clinical orientation:

- ❖ Schedule of CI supervision if student has multiple CIs
- ❖ Timeline for completing assignments, weekly reviews, midterm, and final summative evaluations – review these documents and ensure CI access to them
- ❖ CI time off -plan for student supervision and learning experiences
- ❖ CI suggestions for student use of downtime; students are responsible for productive use of downtime consistent with course objectives
- ❖ Patient scheduling and CI/student productivity requirements
- ❖ Any concerns on the part of the CI or student
- ❖ Preferences for communication: feedback

Learning objectives and responsibilities as outlined in student manual. Based on the objectives of the clinical course:

- ❖ Set site specific goals for the internship
- ❖ Start with goals for the first week using the Week #1 Debriefing (these will be reviewed and updated each week)

- ❖ For PHTH 782 & 783, set general goals for the first half of the internship leading into midterm, then goals for the final half of the internship
- ❖ Discuss overall goals and expectations upon completion of the internship

The student should obtain this important information the first day and keep it accessible:

- ❖ CI contact information (cell phone/email) – discuss when it is appropriate to use
- ❖ Phone number for emergencies (if other than 911, like a hospital)
- ❖ Phone number for security (if applicable)

The student should provide to the CI/CCCE:

- ❖ Student contact information including cell phone and email
- ❖ Confirm the CI/CCCE knows how to contact the DCE by phone/email

Internship Placements

Each health care facility, with an affiliation agreement with the PT department, will receive placement requests the beginning of March of the previous calendar year. A date in April will be set as the deadline for receiving slot commitments. The DCE will make placements in collaboration with faculty based on a combination of factors including prior PI assignments and academic need/performance. The DCE is the final authority on placement decisions, and academic need takes precedence.

Students can be assigned to several PI sites that are out-of-town, defined as greater than 100-miles from campus. When a student is assigned to one of these sites, the expense of travel to the site and/or housing during the internship will be the responsibility of the student.

Attendance

Attendance is mandatory. Be punctual and be prepared for classes (classroom or online), laboratory, and internships. Students are expected to participate in all class discussions. Any material(s) assigned by core, associate, or clinical faculty as preparatory is the responsibility of the student. Each course instructor establishes specific assignments and attendance requirements and indicates them in the course syllabus. Ultimately, each student bears the responsibility to be aware of and adhere to attendance, preparation, and punctuality requirements.

If the DPT student is currently engaged in a PI course, the internship attendance policy is in effect. Students are responsible for personally contacting their Clinical Instructor (CI) and the DCE to report any absence/late arrival or if an unavoidable absence is anticipated. The change of schedule option will be reviewed and pre-approved on a case by case basis. All absences, changes, and late arrivals during the PI are to be documented in Exxat. In addition, students are to follow each internship site's procedure for informing the PT department of an absence/late arrival. These procedures should be followed each day of absence/late arrival. See the professional internship course syllabi for additional information related to attendance.

Patterns of excessive absences, both in classes or PI, are not permitted and may result in disciplinary action, including dismissal from the DPT Program.

The student is to follow the inclement weather policy of Samford during the didactic portion of the DPT Program. Information regarding the status of the university is available on the inclement weather hotline (205-726-4636). In the event of inclement weather that results in unsafe travel conditions to an internship site, the student should contact the internship site as soon as possible and follow the facility's policy. (The inclement weather policy of facilities should be reviewed during PI orientation for the facility.) If the inclement weather subsides and safe travel conditions are restored, the student should contact the CI to determine if attendance is recommended or expected. (Also see Inclement Weather Policies)

Student Employment

Enrollment in the DPT program is a full-time responsibility, and employment during the academic year or during clinical rotations is strongly discouraged. For students who do choose to be employed while enrolled in the DPT Program, academic activities and requirements must take precedence over employment activities. Missing classes for employment is not acceptable. Students should be aware that the DPT Program requires occasional evening and/or Saturday classes.

During PI courses, students are required to be present and engaged in patient care. Time away from patient care should be spent reflecting and preparing. Pursuit of recreation and personal interests is encouraged in a manner that compliments DPT program activities.

The Department of PT and Samford forbids the employment of PT students as PTs by title or function. Note: Employment by a PT facility is outside the scope of clinical education/PI coursework. Employment is not governed by any agreement between Samford and health care facilities. State law governs employment.

Although a student may be legally employed as support personnel (aide, technician), it is strongly discouraged while in the DPT Program. It is also important to note there are activities that a PT student may perform while supervised in a PI course that are illegal for support personnel to perform. These activities include performing PT examination/evaluation of patients and interventions/treatments that require the skill of a PT. In addition to violating state law, a student and facility could be in violation of the APTA Code of Ethics and payer guidelines, such as Federal Medicare laws. Violations could result in removal of the student from the DPT Program.

A student will not be assigned to a facility where they are/were employed. If the DCE makes an exception, the following conditions must be met:

- ❖ The organization must be large enough that the student can be placed in an area where they have not been employed
- ❖ The facility staff and student are capable of distinguishing between the employer/employee and clinical instructor/student roles

Establishment of New Professional Internship Affiliations

Students may request the establishment of new internship affiliation contracts. All contracts must be established for the following year prior to sending requests in March of the year preceding the PI course. Therefore, students must email a new facility affiliation request to the DCE prior to January of the year preceding the applicable internship course. Students must include a contact name for the person who handles PT student placements, this person's direct email and direct phone number, and submit an explanation of what unique factors would be added by pursuing the new agreement. This information is to be emailed to the department administrative assistant and copied to the DCE. There is no guarantee that facilities suggested by students will be approved by the DCE, that the facility will agree to establish a contract with Samford, or that the student should expect to be placed in that facility.

Professional Internship Reassignment

The DCE may request reassignment of a student to another CI within a facility. If there are reasonable indications that the site is not able to provide a learning environment that allows student achievement of course objectives or there are practices at the facility that are unsafe, unethical, illegal, or unprofessional, the DCE reserves the right to withdraw the student from a site. If this occurs, the student will be reassigned to a different site. Reassignment may extend the internship or result in modification of the internship in order to meet course objectives.

Internship Supervision

Supervision of DPT students engaged in patient care is restricted to licensed PTs. The DPT student is accountable for ensuring they do not practice physical therapy without supervision. Practicing physical therapy without proper supervision is a safety and legal issue and could result in dismissal from the DPT Program.

Incident Reporting

It is the responsibility of the student to immediately report any incident that places anyone at risk, including patients, the student, the clinical faculty, or the university. This can include but is not limited to patient injury/falls while in the care of a student, unethical/illegal/unsafe/unprofessional behaviors, or unresolved disagreements with clinical faculty. If the student is unsure if an incident is of a reportable nature, it should be reported to the DCE.

The following procedure is to be followed by the student:

1. Notify the CI/CCCE of the incident.
2. Follow the policy and procedures for incident reporting at the facility in consultation with the CI/CCCE.
3. Call and then email the DCE to notify the Department and engage the DCE and CI in developing an action plan to prevent reoccurrence of the issue.

The DCE will determine the nature of the incident and direct the student through the appropriate procedures. CIs are prompted to report critical incidents in WebCPI. A student's failure to

immediately report an incident can result in suspension from internships, dismissal from the DPT Program, and loss of liability protection.

Students must complete required incidence reporting forms within 24 hours and submit them to the DCE.

Internship Illness or Injury

Students who are injured or become ill while providing patient care **MUST** notify the CI and the DCE immediately and follow the facility's policy and procedures for injury or illness, including incident reporting as stated above when applicable.

Students are responsible for any expense incurred in treating their illness or injury. Each student is required to carry personal health care coverage.

Problem Resolution

Students should initially discuss problems/issues/concerns with the individuals involved, typically the faculty member teaching the course. If a matter remains unresolved, the student should contact the DPT Chair. If the issue remains unresolved, the student should schedule an appointment with the Dean of the SHP. The Vice Provost is the next point of contact if matters are not resolved.

In the case of PI courses, problems should be respectfully discussed and resolved between individuals involved, typically the CI and the student, escalating the issue to the CCCE and DCE only as needed. Exceptions to this problem resolution strategy and when the DCE should immediately be involved are when the problem involves unprofessional (including unethical/illegal) or unsafe practices, or any other problem that could result in student failure of the PI course.

Please consult the *Samford University Student Handbook* for university policy regarding problem resolution.

STUDENT RESPONSIBILITIES & RECORD MAINTENANCE

DPT Students are responsible for maintaining current proof of program requirements and uploading proof of program requirements to Employment Screening Service (ESS) for verification and use by the department.

Professional Internship Requirements

The program confirms that a student is in good standing and has met program requirement standards when requested by sites. If a clinical site requires proof of program requirements, students are expected to email online access to the site or print the documents for the site's records, whichever best meets site requirements. The exceptions are the criminal background check and drug screen. If a facility requests proof of the criminal background check or drug screen, students must email the ESS representative directly requesting those records be sent directly from ESS to the site. The contact information for the ESS representative is located in the Exxat Contacts tab.

Students are responsible for completing and communicating any site-specific requirements that are in addition to program requirements. The costs of additional requirements are also the responsibility of the student. Some students may be required to complete a repeat drug screen and criminal background check. It is notable that program acceptance of a drug screen and criminal background check does not insure site acceptance of these items. Repeat screens may be more rigorous, including items such as finger printing and additional checks. Any issues found with repeat screens can impact a student's ability to complete the professional internship courses and progression in the DPT program.

Immunizations

DPT students in the SHP are responsible for maintaining health requirements. Upon acceptance to the SHP and before matriculation, the student should submit one completed copy of the **Samford Health Form** to Graduate Student Services and upload a copy of the form to ESS)for use by the department. The Samford Health Form includes evidence of:

- ❖ *Meningitis Vaccination* - All students under the age of 22 are required to have a record of the Meningitis vaccination on file with the Samford Student Health office. Students cannot enroll in classes without this record.
- ❖ *Hepatitis B series and/or titer* (If you obtain the titer, a booster or additional series may be required if immunity is not achieved).
- ❖ *Tdap* Please note that the *Td* booster alone does not meet the requirements of most clinical sites.
- ❖ Two (2) *MMR* (only 1, if born before 1957)
- ❖ Negative TB skin test or negative chest radiograph (must be done annually, the first TB skin test can be done in April prior to the first professional practice experience.)
- ❖ *Varicella Zoster* titer or history of (chicken pox) disease as medically documented by a licensed health care provider (vaccine will be required if immunity not achieved): official documentation must be provided in any case.
- ❖ Current year *flu vaccine*. It is recommended that you have the flu vaccine each year during your time in the DPT Program so any activities in health care facilities that require the flu vaccine can be completed without delay. Refer to facility specific requirements for policies related to flu vaccinations.

SHP students are responsible for keeping current all immunizations as stated in our contract with health care agencies (requirements listed above with the addition of any requirements specific to a facility).

The student shall turn in a copy of each immunization/vaccine. The student shall keep original documentation for his/her personal records for future use. The SHP will not provide copies of file contents for employers, etc.

Students will be required to comply with the Samford policies on health risks to include immunizations, emergencies, and health and wellness. Please refer to: <https://www.samford.edu/departments/health-services> for further information about health services.

Health Insurance Coverage

- ❖ **DPT Students are required to carry and to provide proof of current personal health insurance coverage** as stated in the *Samford University Student Handbook*. Students with expired health insurance coverage will not be allowed to continue in the program and their unexcused absence will be handled according to policy.
- ❖ Each semester, students in the SHP are automatically enrolled in the university sponsored student health insurance plan. There is a charge for this coverage. If you are a **new** PT student and wish to waive the university sponsored insurance, you must register your personal health insurance coverage by copying/pasting the following link into your browser and completing the information:

[http://www.firststudent.com/schools/SamfordUniversity/waive_insurance.h tm](http://www.firststudent.com/schools/SamfordUniversity/waive_insurance.htm)

OR

- ❖ If you are a **new** student and would like to enroll in the University offered insurance program, copy/paste the following link into your browser and complete the information:

<http://www.firststudent.com/schools/SamfordUniversity/enrollment.htm>

Students will assume any medical/emergency expenses related to illness or injury incurred during on or off campus activities and professional internships.

Basic Life Support (BLS) for Health Care Providers Training

All students are required to maintain Basic Life Support – Cardiopulmonary Resuscitation (BLS - CPR) for Health Care Providers certification from an approved provider, American Heart Association, or Red Cross. BLS-CPR will be offered to students prior to the first PI course (PHTH 781). Students are required to upload a copy of their BLS-CPR certification card to ESS for sharing with internship sites for compliance purposes. Students with expired BLS-CPR certification will not be allowed to begin their internship and their unexcused absence will be handled according to policy.

Professional Liability Insurance Coverage

Samford University provides basic liability insurance for students while in the program. **However, additional professional liability insurance for clinical practice is required to be purchased by all DPT students.** HPSO is an example of a company that provides liability insurance however you may use any company of your choice. Simply go online and purchase your coverage.

Liability insurance should meet the following requirements:

1. Occurrence type policy
2. Minimum coverage limits of \$1,000,000/\$3,000,000

Criminal Background Checks

All DPT students will be required to submit and receive an acceptable criminal background check as a condition of enrollment and at random with or without cause for concern. Background investigations will be conducted via a contractual arrangement with an outside vendor prior to

admission into the program. Some health care facilities may require additional background investigation(s) prior to permitting students to participate in onsite learning activities. DPT Program enrollment and PI facility placement are contingent upon completion and receipt of an acceptable criminal background investigation. Students may be required to provide proof of their acceptable criminal background check to PI sites upon request from the facility and pursuant to the affiliation agreement for that site.

Drug Screening

All DPT students will be required to submit and receive an acceptable drug screen as a condition of enrollment and at random with or without cause for concern. Drug screens will be conducted via a contractual arrangement with an outside vendor prior to matriculation into the program. Some health care facilities may require additional drug screen(s) prior to permitting students to participate in experiential education activities. DPT Program enrollment and PI facility placement are contingent upon completion and receipt of an acceptable drug screen. Students may be required to provide proof of their acceptable drug screen to PI sites upon request from the facility and pursuant to the affiliation agreement for that site.

Please refer to the substance abuse policy in this handbook for additional information related to drug screens.

Professional internship sites may require that a student's criminal background check or drug screen be rechecked. These rechecks may include additional screens not required by the Samford DPT Program upon admissions.

Required Training

During orientation to the program, students will be required to complete training in OSHA, disease transmission/standard precautions, and HIPAA. The principles taught in these courses are to be applied throughout the program including on- campus and off-campus activities.

At the beginning of PHTH 610 – Human Anatomy course, students participate in a Formaldehyde Safety Presentation. All persons that may be exposed to formaldehyde, including students working in a gross anatomy laboratory, are required by the Occupational Safety and Health Administration (OSHA) to have training in the precautions and hazards of formaldehyde use.

Prior to the first day of a PI course in a new facility, the student must have completed and uploaded to Employment Screening Services (ESS) proof of insurance, life support training, OSHA, HIPAA, criminal background check, drug screening, and all necessary health documentation required by Samford including the Samford Health Form and any requirements specific to a health care facility. The documents uploaded to Employment Screening Services (ESS) will be shared with clinical faculty for facility compliance purposes.

Exxat Clinical Software

Exxat Software is a web-based interface for students to correspond with clinicians, faculty, and other students. Achievement of professional internship course objectives, student clinical

placements, student site/CI assessments, student weekly assignments, and CI weekly evaluations of students are completed and communicated within the software. Site-specific requirements, student profiles, and program/course information are stored and communicated to facilities. The placement functionality allows for complex consideration of student preferences and program course objectives when matching students to sites. By facilitating seamless communication and documentation of clinical activities, Exxat enables student achievement of course objectives while maintaining focus on learning through service to patients.

CPI Web

CPI Web is a web-based version of the clinical performance instrument (CPI) used for summative evaluations of student performance during professional internship courses. It is link to the Clinical Site Information, CSIF Web. Students are expected to complete training on the CPI through the APTA learning center prior to gaining access to the evaluation tool. The CPI Web account is linked to the email address of the APTA account on which students take the training. Links to directions for using CPI Web and CSIF Web are posted in the professional internship Moodle courses. Students are directed to call/email CPI web for technical issues. The contact information for CPI web is located in the Exxat Contacts tab.

Canvas

Canvas is the Web-based learning management system used at Samford University to enhance class communication, organization and presentation by providing customizable website templates for courses offered. It is designed to provide tools for building online resources for use with face-to face instruction, hybrid classes, or to support classes offered completely online. The degree to which the system is used in each course varies.

Canvas course sites enable faculty to:

- Upload and share materials such as a course syllabus, lecture notes, reading assignments, and articles for students to access at their convenience
- Create forums and chats to encourage discussion and exploration of course topics, projects, and more
- Gather and review assignments
- Record grades, which allows students to stay informed about their performance in each course and allows faculty to easily manage grades

You may access Canvas at samford.instructure.com. For additional information regarding Canvas, contact the Technology Services help desk at 205-726-2662 or at support@samford.edu.

COMPLAINTS OUTSIDE OF DUE PROCESS

Purpose:

To handle complaints which are not otherwise covered by institutional or program policy.

Goal:

To investigate the complaint, to resolve the issue where appropriate and to bring closure through communication of complaint resolution

Procedure:

The Physical Therapy Department Chair is notified of the complaint. The chair is most commonly made aware of the complaint from the School of Health Professions Dean's Office, or College of Health Sciences Vice Provost's Office. Complaints may be filed through the university President's office or Provost's office. Occasionally, a complaint may come directly to the Department of Physical Therapy or may arise from another sources, such as, from a clinical education site to the Director of Clinical Education (DCE). Once the Physical Therapy Department Chair is made aware of the complaint, he or she does one of the following: 1) If the complaint is focal and may be resolved with one individual, the chairperson contacts the individual, investigates the complaint, proposes a resolution, and informs all parties of the resolution; 2) Complaints which cannot be resolved by a simple process, such as complaints about the program as a whole or that involve more than one individual OR complaints about the department chair are referred to the SHP Dean's office.

The complaint is discussed in a between the SHP Dean and Department Chair. The SHP Dean determines whether said complaint should be heard by CHS Vice Provost and/or University Provost. As part of the discussion, fact-finding may be involved and individuals within SHP, CHS, and/or Samford can be tasked with investigating and reporting relevant facts. CHS administrators, including the department chair, then discusses the matter, makes a recommendation for resolution(s), and communicates the resolution(s) to the parties involved. The physical therapy department chair or his/her designee communicates the findings and a written documentation is maintained in the department chair's office.

Complaints may be addressed to:

Department of Physical Therapy – Chair
School of Health Professions
College of Health Sciences
Samford University
800 Lakeshore Dr.
Birmingham, AL 35229