



Doctoral Program in Physical Therapy

Clinical Education Manual

2022

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Purpose of the Clinical Manual

The Louisiana State University Health Sciences Center (LSUHSC) – Shreveport DPT Clinical Manual serves to inform students and clinical education faculty (SCCE's, CI's) about the curriculum, rules, regulations, and policies governing and related to the clinical education component of the DPT Program at LSUHSC-Shreveport. It also serves to disseminate clear information and guidelines for use in decision-making. The information in this handbook is intended to provide each student and CCCE/CI with the knowledge of the intent and expectations of the PT Program. This Manual is intended to supplement, not replace, the LSUHSC Catalog/Bulletin, the SAHP Student Handbook, the DPT Program Student Manual, or any clinical affiliate's published policy/procedures.

The student is expected to abide by the policies established by this program, rules and policies of each clinical affiliate and the standards established by the physical therapy profession.

Questions related to the content of this manual should be directed to the Director of Clinical Education or the Program Director:

General DPT Program Contact Information:

Phone Number: (318) 813 - 2940

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Director of Clinical Education (Academic Coordinator of Clinical Education):

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LSUHSC-Shreveport, SAHP, Program in Physical Therapy

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Program Director:

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LSU Health-Shreveport DPT Program Overview

Vision Statement:

It is the vision of the Program in Physical Therapy to become a nationally prominent leader in the education of Doctors of Physical Therapy and an internationally known contributor to the science of physical therapy.

Philosophy:

Our philosophy is based on the belief that students learn best when material is readily applied, therefore we provide an environment where didactic and clinical experiences are integrated, built on a foundation of basic and behavioral sciences. We value clinical excellence and place emphasis on clinical skill development, application of available evidence to practice, commitment to professional development, leadership and advocacy. Ultimately we are producing new doctors of physical therapy who can function as generalists upon graduation and are committed to life long learning.

Mission Statement:

It is the mission and primary enterprise of the Program in Physical Therapy to educate thoughtful individuals who are competent, knowledgeable, and ethical professionals, dedicated to improving their community through provision of quality, evidence-based physical therapy services. Our graduates demonstrate a commitment to the professional organization, to life long learning and to the education of future physical therapists. Our graduates are scientific clinicians, skilled in critical thinking and capable of integrating theory with clinical practice.

The faculty, collectively and individually, embodies and exemplifies each of those attributes we seek to instill in our graduates. As role models of professional behavior and practice, faculty provide public services through direct patient care, including care of underserved populations; and they advance the knowledge of physical therapy through clinical and basic health science research.

Student Outcomes of Doctoring Professionals (Curricular Outcomes):

1. Professionalism: Formation of professional identity based on the professional core values of accountability, altruism, compassion, excellence, integrity, professional duty and social responsibility.
2. Communication Skills: Effectively communicate with patients, families, and other health care professionals with respectful and culturally appropriate interpersonal behaviors. The graduate shall demonstrate proficiency in speaking, writing, reading, listening and the use of media and technology to communicate effectively.
3. Critical Thinking: The graduate shall effectively and efficiently utilize scientific information in clinical decision-making. Graduates will use "best practice" in identifying, resolving, and preventing patient/client problems, exercising sound clinical judgment through systematic inquiry, critical thinking and clinical reasoning.
4. Life-long Learning: The graduate consistently strives to expand his or her knowledge and skills to maintain professional competence and contribute to the body of professional knowledge, while serving the profession's future as a clinical teacher.

5. Moral Agency: The graduate shall put the interests of the patient/client first, identifying and resolving ethical dilemmas, while fulfilling the obligation for moral responsibility and social justice.
6. Leadership, Advocacy, and Business Acumen: The graduate shall assume responsibility for active participation and leadership in professional and community service opportunities, to include the responsibility for influencing health care policy and promotion on behalf of the needs of our patient/client populations and society. The graduate will also assume responsibility for billing and collection practices, which are ethical and reasonable.

Mission and Goals of the Clinical Education Program

The mission of the clinical education component of the LSU Health-Shreveport Physical Therapy Program is to support the vision, mission and philosophy and goals of the Program as a whole and to facilitate achievement of the established measurable Program Outcomes and Student Outcomes. The mechanisms used to support this mission include (1) **preparing** students through lectures/presentations and assignments that precede the first clinical experience for the performance expectations of the professional clinical practice environment (2) **organizing** clinical experiences in a logical and sequential manner to provide the framework for progressive and successive attainment of knowledge, skills and behaviors (3) supplying the **quality and variety** in clinical facilities, experiences and instruction necessary to provide strong support for skill development and (4) fostering student value for and proficiency with **self-assessment** of behaviors and skills including the development of personal and professional goals.

Consistent with the Curricular, Program and Student Outcomes expectations for the Program, the clinical education component has the following measurable goals:

All clinical students (threshold 100%) will develop and achieve through Clinical experiences:

1. A value for life-long learning as evidenced by the completion of self-assessment and professional/personal goal-setting assignments during clinical experiences.
2. Skill with critical thinking and problem solving as evidenced by an entry-level rating on CPI performance criterion #7
3. Competence in communication with all individuals as evidenced by an entry-level rating on CPI performance criterion #4.
4. Ethical and professional behavior practice patterns as evidence by an entry-level rating on CPI performance criteria #3 and #5.
5. The ability to apply fundamental physical therapy assessment and intervention knowledge and skill effectively in the clinical environment as evidence by an entry-level rating on CPI performance criteria #9-14.
6. Practice and skill with those elements consistent with a "doctoring profession" including outcomes assessment, prevention/wellness/screening, and the provision of consultative services as evidence by an entry-level rating on CPI performance criteria #9-14, #16 and in feedback from the "Student Evaluation of the Clinical Education Site/Clinical Experience Form"
7. An appreciation for and experience with participation in service activities as evidenced by CPI performance criteria #6, #8, #17 and in feedback from the "Student Evaluation of the Clinical Education Site/Clinical Experience Form".

8. Familiarity and proficiency with selected specialized physical therapy skills and/or patient populations as evidenced by an entry-level rating on CPI performance criterion #14 and in the feedback from the “Student Evaluation of the Clinical Education Site/Clinical Experience Form”.
9. Preparation for a future role as a clinical instructor through the completion of assignments related to instructional theory in PHTH 7583 and PHTH 7590 and additionally evidence by an entry-level rating on CPI performance criteria #2, #3, #6.

Program Faculty and Staff

Administrative Assistant:

Cristal Willcox (318) 813- 2940

Fax (318) 813- 2949

Faculty	Rank	Phone
Amanda Bernard, PT, DPT	Instructor	813-2948
Daniel Flowers, PT, DPT, OCS	Assistant Professor	813-2958
Clifton Frilot, PhD, MBA, PE	Professor	813-2946
Edward Mahoney, PT, DPT, CWS	Associate Professor	813-2945
Erin McCallister, PT, DPT, OCS	Instructor	
Stanley McCallon, PT, DPT, CWS	Associate Professor	813-2996
Marie Vazquez Morgan, PT, PhD	Associate Professor	813-2944
Suzanne Tinsley, PT, PhD, NCS	Associate Professor	813-2942
Lauren Rachel Sant, PT, DPT, NCS	Instructor	813-2937
Matthew Martin, PT, DPT	Instructor	813-2999
Amanda Mahoney, PT, DPT, OCS	Clinical Faculty	
Megan Flavin, PT, DPT, OCS	Clinical Faculty	
April Brown, PT, DPT, OCS	Clinical Faculty	
Sarah Murnane, PT, DPT, CWS	Clinical Faculty	

Accreditation Status

LSU Health Shreveport School of Allied Health Professions is accredited by the *Commission on Colleges of the Southern Association of Colleges and Schools* to award the doctoral degree in Physical Therapy.

The PT Program at LSU Health Shreveport is accredited by the *Commission on Accreditation in Physical Therapy Education (CAPTE)*. Information regarding CAPTE or the accreditation process can be obtained at www.atpta.org.

**Doctor of Physical Therapy
Professional Entry Level Curriculum**

ANAT 6522 Human Anatomy	5
PHYSIO 6523 Human Physiology	4
PHTH 7550 Functional Anatomy	1
	Total
Fall Semester (First Year)	
ANAT 6533 Neuroanatomy	3
PHTH 7551 Research I	2
PHTH 7552 Clinical Decision-making	3
PHTH 7553 Differential Diagnosis	4
PHTH 7567 Neuroscience I	2
PHTH 7555 Introduction to Patient Care	3
PHTH 7556 Clinical Procedures (Rotation through every clinical setting @ Ochsner/LSU)	1
	Total 18
Spring Semester (First Year)	
PHTH 7557 Biomechanics and Ergonomics	3
PHTH 7558 Clinical Orthopaedics	3
PHTH 7559 Research II	1
PHTH 7593 Biophysical Agents	4
PHTH 7562 Evaluation and Management of patients with Musculoskeletal Disorders	3
PHTH 7560 Evaluation of Human Locomotion I	1
PHTH 7563 Clinical Externship I (Mondays Feb/Mar/Apr)	1
	Total 16
Summer Semester (Second Year)	
PHTH 7564 Manual Therapy I	2
PHTH 7554 Principles of Laboratory and Radiological Medicine	2
PHTH 7565 Physiological Adaptation to Exercise and Nutrition	3
PHTH 7566 Research III	1
PHTH 7568 Clinical Externship II (6 weeks July-Aug)	3
PHTH 7591 Therapeutic Ex I	1
	Total
	13
Fall Semester (Second Year)	
PHTH 7570 Prosthetics and Orthotics	2
PHTH 7571 Evaluation and Management of patients with Cardiopulmonary Disorders	3
PHTH 7572 Neuroscience II	3
PHTH 7573 Physical Therapy Across the Lifespan	3
PHTH 7574 Manual Therapy II	2
PHTH 7594 Evaluation of Human Locomotion II	1
PHTH 7596 Professional Issues	1
	Total
	15
Spring Semester (Second Year)	
PHTH 7576 PT Intervention for Selected Medical Conditions	3
PHTH 7578 Pharmacology	2
PHTH 7579 Wellness	3
PHTH 7580 Evaluation and Management of patients with Disorders of the Integumentary System	3
PHTH 7581 Neuroscience III	3
	Total
	14
Summer Semester (Third Year)	
PHTH 7590 Educational Practice	2
PHTH 7584 Women's Health	2
PHTH 7585 Business Administration and Marketing	3
PHTH 7592 Therapeutic Exercise II	1
	Total 8
Fall Semester (Third Year)	
PHTH 7587 Clinical Internship I (10 weeks Aug-Oct, 10-weeks Oct-Dec)	10
PHTH 7577 Research IV	2
	Total
	12
Spring Semester (Third Year)	
PHTH 7588 Clinical Internship II (10 weeks Jan-March)	10
PHTH 7586 Research V	1
	Total
	11
Any Semester	
PHTH 7589 Independent Study	up to 3cr
Degree Total	119-122

Clinical Education Curriculum and Objectives (Expectations)

Clinical Education Course	Curricular Content Completed Prior to Clinical Rotation
Clinical Procedures I – Fall Year One	Student has completed Summer Year One curriculum and is in progress with Fall Year One professional courses.
Clinical Externship I – Spring Year One	Student has completed Summer Year One and Fall Year One curriculum and is in progress with Spring Year One professional courses.
Clinical Externship II – Summer Year Two	Student has completed Year One curriculum and is in progress with Summer Year Two professional courses.
Clinical Internship I – Fall Year Three	Student has completed didactic curriculum.
Clinical Internship II – Spring Year Three	Student has completed didactic curriculum.

Clinical Procedures – Fall Year One

Description:

A laboratory course with focused clinical experiences throughout the semester with emphasis on practicing introductory patient/client related skills and application of material presented in all concurrent courses. Hands on application of skills such as communication/interview skills, chart reviews and medical records policies and coding, transfers, vital signs, ROM, positioning, body mechanics, MMT, goniometry, informed consent process, pathology reports, laboratory reports, radiological resources, screening exams, etc.

Courses completed PRIOR to this clinical experience include:

ANAT 6522 Human Anatomy (5 credits) – A lecture and laboratory course which focuses on cell, tissue, organ and body system structures, and human cadaver dissection with emphasis on structure and function of neuromuscular and skeletal systems

PHYS 6523 Human Physiology (4 credits) – A lecture and laboratory course that focuses on the physiology of cell, tissue, organ and body systems with emphasis on physiological changes associated with selected pathological conditions. Laboratory demonstrations focus on observation and measurement of function in the body systems.

PHTH 7550 Functional Anatomy (1 credit) – A lecture and laboratory course in which students receive instruction in arthrokinematics and biomechanical principles and theories. Emphasis is placed on surface palpation and kinesiology.

Courses being taken CONCURRENT with this clinical experience include:

ANAT 6553 Neuroanatomy (3 credits) – A study of the central and peripheral nervous systems with an emphasis on normal structure, function and neuronal connections.

PHTH 7551 Research I – Principles of Scientific Inquiry (1 credit) – The first of five sequential courses designed to develop in the student those skills necessary to utilize and apply in practice current information from peer-reviewed literature; and to prepare the student to participate in clinical and/or experimental research activities. Emphasis in this course is on library science, levels of research, application of statistics, and critical reading of literature related to physical therapy practice.

PHTH 7552 Clinical Decision-making (3 credits) – A critical exploration into basic legal, ethical, and psychosocial issues, which arise with delivery of health care such as confidentiality, informed consent, and health policy issues pertinent to physical therapy. In addition the student examines the standards that guide the

profession and cultural, social and psychological issues that influence clinical decisions.

PHTH 7553 Differential Diagnosis (4 credits) – This course provides the foundation for all other systems-focused courses. The underpinning is provided with pathology and epidemiology. Students learn the principles of a screening examination and performance of a variety of tests and measures for the specific purpose of establishing a physical therapy diagnosis toward which treatment can be directed. Emphasis is placed on the ability to differentially diagnose, recognize conditions requiring referral, and engage in critical thinking skills.

PHTH 7567 Neuroscience I (2 credits) – A lecture and laboratory course that introduces selected neurologic disorders, examination of the neurologic system, diagnostic criteria, etiology, epidemiology, prognosis and clinical manifestations. Emphasis will be placed on clinical manifestations and their correlating neuroanatomical structures and functions. Relevance to physical therapy practice will also be covered.

PHTH 7555 Introduction to Patient Care (3 credits) – A course of study which introduces basic clinical skills fundamental to physical therapy practice including patient interview skills, positioning, transfers, vital signs and manual muscle testing.

Louisiana State University Health Sciences Center - Shreveport
School of Allied Health Professions
Department of Rehabilitation Sciences
Program in Physical Therapy
Course Syllabus

Number and Title: PHTH 7556 Clinical Procedures.

Department Offering Course: Physical Therapy

Description: A laboratory course with focused clinical experiences throughout the semester with emphasis on practicing introductory patient/client-related skills and application of material presented in all concurrent courses.

Credit Hours: 1

Contact Hours: 4 to 6 hours in the class for preparation
40 hours in the clinic/simulated clinical environment

Course Director: Amanda Bernard, PT, DPT
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Suggested Online Resources:

Guide to Physical Therapist Practice. 2nd Ed. Physical Therapy 2001; 81: 9-744.

Course Prerequisites:

Program professional courses and clinical education courses are designed to be sequenced in a logical manner. Each clinical education course should be taken during the semester designated in the curriculum plan in order to assure that the appropriate didactic material has been covered and / or is in progress at the time of the clinical experience. As an additional pre-requisite to placement in the clinical facility, students must have demonstrated **competence and safety** with the application of clinical skills in the laboratory setting as evaluated by the faculty members coordinating / instructing the courses.

Students must also meet Program and Facility prerequisites related to health, immunizations, certifications, etc prior to clinical placement. Refer to the **Program Clinical Manual** for more information.

Outline of Content:

- Introduction to clinical practice, legal standards, and documentation, based on the APTA Code of Ethics (see Appendix)
- Initiation of clinical experience in supervised setting
- Introduction to physical therapy examination in clinical setting
- Introduction to institutional medical records, policies and coding
- Introduction to physical therapy patient care and handling skills

Teaching Methods and Learning Experience:

- Lecture
- Laboratory practice in the clinical setting
- Demonstration
- Clinical modeling
- Reflection
- Individual student conferences with DCE

Student Objectives/Learning Outcomes:***Upon completion of this course, the student will be able to:***

1. Observe and assist the physical therapist in direct patient examinations, consistent with the APTA Code of Ethics.
2. Observe and assist the physical therapist in patient interventions.
3. Observe and practice relevant precautions and safety measures appropriate to the individual patient examination and interventions.
4. Observe and practice body mechanics related to direct patient care for the education and protection of the health care provider.
5. Observe and practice communication skills relevant and appropriate to the individual patient based on cultural needs and interview techniques with active patient involvement in their plan of care.
6. Observe and participate in the provision of comfort and privacy to the individual patient.
7. Observe and investigate charting of patients and their progress through the note writing process.
8. Review pathology, laboratory, and radiological reports and how they relate to the development of the physical therapy evaluation and plan of care.
9. Provide written reflective comments on their participation and growth related to professional development and direct patient care.
10. After completion of above objectives, write four goals for professional development related to direct patient care for the next semester.

Course Grade:

The student will be graded on a pass-fail basis according to completion of specific course requirements:

- Attendance / active participation at clinical site [body mechanics and safety for self and with patient care, practicing comfort and privacy for the individual patient]
- Submit one patient evaluation based on EEDPIO format
- Submit one patient evaluation based on SOAP format
- List of clinical interventions you observe or assist with [exercise / ROM / PNF, transfers, gait training, positioning, draping, manual muscle testing, goniometric measurements]
- List of clinical diagnosis you observe or assist with [this should include corresponding ICD codes]
- Complete and submit one chart review [see specifics on sheet]
- Weekly reflective paragraph
- Completed self assessment activities [generic abilities, strengths and weaknesses, goals for next semester]
- Adhere to all Program and Facility policies related to behavior and attendance

Identified deficits in student performance occurring during this course may result in the addition of student assignments, the extension of clinical practice hours, and/or the establishment of additional goals/expectations for student performance.

03.2022

Clinical Externship I – Spring Year One

Description:

Forty-Sixty hours of clinical experience in a variety of clinical settings. Emphasis is placed on development of professional behavior, communication skills and the practice of skills acquired during previous and concurrent semester courses.

- Initiation of clinical experience in supervised setting
- Introduction to clinical practice, legal standards, and documentation
- Introduction to physical therapy examination in clinical setting
- Introduction to self-assessment of clinical performance using the PT CPI

Courses completed PRIOR to this clinical experience include (see description of courses under Clinical Procedures I):

ANAT 6522 Human Anatomy
PHYS 6523 Human Physiology
PHTH 7550 Functional Anatomy
ANAT 6553 Neuroanatomy
PHTH 7551 Research I
PHTH 7552 Clinical Decision-making
PHTH 7553 Differential Diagnosis
PHTH 7567 Neuroscience I
PHTH 7555 Introduction to Patient Care

Courses being taken CONCURRENT with this clinical experience include:

PHTH 7557 Biomechanics and Ergonomics (3 credits) – A study of biomechanics and how the science applies to normal human movement and common dysfunctions manifested following pathological, traumatic, or developmental insults. The relationships between changes in tissue and concomitant biomechanical adaptations are explored. Ergonomic relationships are presented as related to home, work, and play environments and activities.

PHTH 7558 Clinical Orthopedics (3 credits) – A lecture and laboratory based course that focuses on etiology, diagnosis, surgical management, and physical therapy intervention for a broad variety of musculoskeletal conditions.

PHTH 7559 Principles of Research II (1 credit) – A continuation of research I with an emphasis on research design and synthesis of information for literature review.

PHTH 7560 Evaluation of Patients with Locomotor Dysfunction (2 credits) – A lecture and laboratory course dealing with developmental, normal and pathological gait. Focus is on diagnostic skills, using a variety of experimental and clinically applicable tests and measures.

PHTH 7561 Physical Agents and Mechanical Modalities (3 credits) – A course of study dealing with operational physics, physiological action, and rationale for the use of various physical and mechanical agents such as light, sound, heat, cold, traction and compression.

PHTH 7562 Evaluation and Management of Patients with Musculoskeletal Disorders (3 credits) – A course of study that examines the role of physical therapists in the evaluation and management of a variety of musculoskeletal conditions. Students learn to develop exercise programs that are tailored to patient needs and diagnoses.

Louisiana State University Health Sciences Center - Shreveport
School of Allied Health Professions
Department of Rehabilitation Sciences
Program in Physical Therapy
Course Syllabus

Number and Title: PHTH 7563 Clinical Externship I.

Department Offering Course: Physical Therapy

Description: Forty-Sixty hours of clinical experience in a variety of clinical settings. Emphasis is placed on development of professional behavior, communication skills and the practice of skills acquired during previous and concurrent courses.

Credit Hours: 1

Contact Hours: 4 to 6 hours in the class for preparation
40-60 hours in the clinic

Course Director: Amanda S. Bernard, PT, DPT
Office: 318-813-2948 / Fax: 318-813-2949
Amanda.Bernard@lsuhs.edu

Suggested Online Resources:

Guide to Physical Therapist Practice. 2nd Ed. Physical Therapy 2001; 81: 9-744.

Course Prerequisites:

Program professional courses and clinical education courses are designed to be sequenced in a logical manner. Each clinical education course should be taken during the semester designated in the curriculum plan in order to assure that the appropriate didactic material has been covered and / or is in progress at the time of the clinical experience. As an additional pre-requisite to placement in the clinical facility, students must have demonstrated **competence and safety** with the application of clinical skills in the laboratory setting as evaluated by the faculty members coordinating / instructing the courses.

Students must also meet Program and Facility prerequisites related to health, immunizations, certifications, etc prior to clinical placement. Refer to the **Program Clinical Manual** for more information.

Outline of Content:

1. Introduction to the physical therapist's role in the clinic
2. Professional development in the clinical setting
3. Introduction to the clinical education process
4. Expectations of clinical education (school, student and clinic responsibilities)
5. Introduction to legal ramifications of patient care and student learning
6. Instruction in the development and writing of learning objectives
7. Introduction to the evaluation tool (PT CPI)
8. Introduction to physical therapy examination in clinical setting

Teaching Methods and Learning Experiences:

- Lecture
- Discussion
- Clinical learning experiences
- Handouts on policies and procedures
- Individual student conferences with DCE

Student Objectives/Learning Outcomes:

Upon completion of this course, the student will be able to:

1. Establish, in writing, 3 academic + 3 clinical education + 3 professional goals and submit to DCE by the end of the semester.
2. Recognize and be able to discuss, orally and in writing, the responsibilities and duties of the physical therapy professional to engage in the education of students, of peers and of the community at large.
3. Identify and apply a method for self-evaluation for the purpose of establishing and tracking progress of professional goals.
4. Be introduced to the physical therapist's role in the clinic through:
 - a. Observing and assisting the physical therapist in direct patient examination and interventions.
 - a. Observing and practicing relevant precautions and safety measures appropriate to the individual patient examination and interventions.
 - b. Observing and practicing communication skills relevant and appropriate to the individual patient based on cultural needs and interview techniques with active patient involvement in their plan of care.
 - c. Observing and participating in the provision of comfort and privacy to the individual patient.
 - d. Observing and investigating charting of patients and their progress through the note writing process.
5. Apply the evaluation tool as a guide to the development of competencies in skills selected to meet the above criteria, including skills, which are appropriate to be addressed during this clinical affiliation.
6. Demonstrates an understanding of the clinical education process by:

- a. Discussing the roles and responsibilities of the program, the clinical facility, and the student in clinical education.
- a. Discussing the legal ramifications involved in clinical education.
- b. Using the criteria within specific skills in the evaluation tool in order to evaluate personal strengths required during the semester and to identify needs to be addressed in future clinics.

Course Grade:

The student will be graded on a pass-fail basis according to completion and submission of specific course requirements.

- Attendance / active participation at clinical site [body mechanics and safety for self and with patient care, practicing comfort and privacy for the individual patient].
- List of clinical interventions you observe or assist with [exercise / RPM / PNF, transfers, gait training, positioning, draping, manual muscle testing, goniometric measurements].
- List of clinical diagnosis you observe, assist with or perform evaluation.
- List of academic + clinical education + professional goals.
- Complete RISE evaluation
- Adhere to all Program and Facility policies related to behavior and attendance
- Submit all of the above along with the RISE evaluation by your Clinical Instructor by Wednesday, **May 4, 2022** to the DCE

Identified deficits in student performance occurring during this course may result in the addition of student assignments, the extension of clinical practice hours, and/or the establishment of additional goals/expectations for student performance.

04/2022

Clinical Externship II – Summer Year Two

Description:

240 hours of clinical experience in a variety of clinical settings. Emphasis is placed on development of skills acquired during previous and concurrent semester courses.

- Self-assessment of clinical performance using PT CPI
- Progression of physical therapy evaluation skills, communication, and professional behavior in a supervised setting
- Initiation to interpretation of examination findings

Courses completed PRIOR to this clinical experience include (see description of courses under Clinical Procedures I and Clinical Externship I):

ANAT 6522 Human Anatomy
PHYS 6523 Human Physiology
PHTH 7550 Functional Anatomy
ANAT 6553 Neuroanatomy
PHTH 7551 Research I
PHTH 7552 Clinical Decision-making
PHTH 7553 Differential Diagnosis
PHTH 7567 Neuroscience I
PHTH 7555 Introduction to Patient Care
PHTH 7557 Biomechanics and Ergonomics
PHTH 7558 Clinical Orthopedics
PHTH 7559 Principles of Research II
PHTH 7560 Evaluation of Patients with Locomotor Dysfunction
PHTH 7561 Physical Agents and Mechanical Modalities
PHTH 7562 Evaluation and Management of Patients with Musculoskeletal Disorders

Courses being taken CONCURRENT with this clinical experience include:

PHTH 7564 Manual Therapy I (2 credits) – The first of two courses addressing techniques of manual therapy in the management of musculoskeletal disorders. The primary emphasis in this course is on general principles of mobilization and treatment of peripheral joint and temporomandibular problems.

PHTH 7565 Physiological Adaptation to Exercise and Nutrition (3 credits) – A lecture and laboratory based course that focuses on principles of exercise, body composition analysis, strength and endurance training, and exercise prescription and how the body physiologically adapts in a variety of situations. Principles of nutrition and physiological response to changes in diet are also addressed.

PHTH 7566 Principles of Research III (1 credit) – This third of five sequential research courses emphasizes application of skills covered in Research I and II, and includes development of a written research proposal in preparation for data collection and interpretation. Research design, data-collection, measurement and analysis and interpretation of results are expanded upon. Issued related to tests and measurements in physical therapy practice will also be presented.

PHTH 7554 Principles of Laboratory and Radiological Medicine (2 credits) – A study of basic laboratory and radiological findings that are pertinent to the physical therapy management of patients with a variety of diagnoses. Emphasis is placed on use of these tools in determining the appropriateness of physical therapy interventions.

PHTH 7591 Therapeutic Exercise for Mobility, Function and Performance I (1 credit) – This course will provide basic concepts and principles that guide the development and progression of appropriate therapeutic exercise interventions of patients and clients across the lifespan to remediate movement dysfunction. This first of a two course sequence will primarily focus on therapeutic exercise of the extremities.

Louisiana State University Health Sciences Center - Shreveport
School of Allied Health Professions
Department of Rehabilitation Sciences
Program in Physical Therapy

Course Syllabus

Number and Title: PTH 7568 Clinical Externship II. 3 Credits

Department Offering Course: Physical Therapy

Description: Two hundred and forty hours (six week block) of clinical experience in a variety of clinical settings. Emphasis is placed on development of professional behavior, communication skills and the practice of skills acquired during previous and concurrent courses.

Credit Hours: 3

Contact Hours: 4 to 6 hours in the class for preparation
240 hours (6 weeks) in the clinic

Course Director: Amanda S. Bernard, PT, DPT
Director of Clinical Education
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Outline of Content:

- Use and application of the evaluation tool (*PT CPI*)
- Supervised clinical experience with direct patient contact
- Progression of physical therapy evaluation skills, interventions, communication, and professional behavior in a supervised setting.
- Initiation and development of the interpretation of examination findings and interventions.
- Initiation of Plan of Care development

Student Objectives/Learning Outcomes:

1. Identify and write approximately 4 personal objectives to achieve during this semester.
2. Perform a self-assessment of strengths and weaknesses.
3. Identify problems from clinical experiences to be discussed during seminars (i.e. dealing with the dying or critically ill patient).
4. Identify personal values and apply to issues of professional development.
5. Discuss issues of communication and interaction with other professional members of the interdisciplinary treatment team.
6. Apply the *PT CPI* as a guide to the development of competencies, as a tool for self-assessment and for feedback by clinical instructors.
7. Demonstrate progress towards selected objectives as reflected during individual conferences with DCE and use of the *PT CPI*.
8. Observe and assist the physical therapist in direct patient examination and interventions.
9. Discuss interpretation of examination findings with supervising therapist.

10. Apply and practice newly learned didactic knowledge and techniques in the clinical setting.

Teaching Methods and Learning Experiences:

- Clinical learning experiences
- Seminar with discussions and sharing
- Individual student conferences with the DCE

Required Online Resources:

Guide to Physical Therapist Practice. 2nd Ed. Physical Therapy 2001; 81: 9-744.

APTA's Physical Therapist Clinical Performance Instrument (PT CPI), 2006

Exxat, LLC

Course Prerequisites:

Program professional courses and clinical education courses are designed to be sequenced in a logical manner. Each clinical education course should be taken during the semester designated in the curriculum plan in order to assure that the appropriate didactic material has been covered and / or is in progress at the time of the clinical experience. As an additional pre-requisite to placement in the clinical facility, students must have demonstrated **competence and safety** with the application of clinical skills in the laboratory setting as evaluated by the faculty members coordinating / instructing the courses.

Course Grade:

- 1) The student will be graded on a pass-fail basis according to completion and submission of specific course requirements.
- 2) Attendance / active participation at clinical site [body mechanics and safety for self and with patient care, practicing comfort and privacy for the individual patient].
- 3) Complete and return to the DCE the Midterm "Progress Report"
- 4) Receive PT CPI final marks along the continuum ranging from a **minimum of beginner clinical performance (interval 1) to intermediate clinical performance (interval 2)** for all 18-performance criteria at the completion of the clinical experience, along with the **absence of significant concerns on red flag criteria.**
 - a) Items 1-6 are related to professional practice
 - b) Items 7-15 address patient management
 - c) Items 16-18 address practice management
- 5) Update strengths and weaknesses and goals for the next semester.
- 6) Complete and return to the DCE the evaluation of clinical education experiences for assigned clinical site at the completion of the clinical experience and online evaluation of clinical education experience for assigned clinical site.
- 7) Submit all of the above to the DCE by _____.

03.2022

Clinical Internship I and II – Fall/Spring Year Three

Description:

30-weeks of full time clinical practice in one or more settings. The experiences are designed to provide clinical reinforcement of the curriculum content presented during the two years of study.

-Advancement and progression of physical therapy evaluation, intervention, and professional development in a variety of supervised clinical settings.

Students will have completed all didactic professional curriculum PRIOR to these clinical experiences. (see description of those courses under Clinical Procedures I and Clinical Externships I and II).

**Louisiana State University Health Sciences Center - Shreveport
School of Allied Health Professions
Department of Rehabilitation Sciences
Program in Physical Therapy
Course Syllabus**

Number and Title: PHTH 7587 Clinical Internship I

Department Offering Course: Physical Therapy

Description: A twenty-week block of full time clinical practice in one or more settings. The practicum is designed to provide clinical reinforcement of the curriculum content presented during the two years of study.

Credit Hours: 10

Contact Hours: 4 to 6 hours in the class for preparation / post seminar
800 clinical experience hours (40 hours for 20 weeks)

Course Director: Amanda S Bernard, PT, DPT
Office: 318-813-2948 / Fax: 318-813-2938
Cell: 318-458-6091
Amanda.Bernard@lsuhs.edu

Required Online Resources:

Guide to Physical Therapist Practice. 3rd Ed. Physical Therapy online version available

APTA's Physical Therapist Clinical Performance Instrument (PT CPI), 2006

Exxat, LLC

Course Prerequisites:

Program professional courses and clinical education courses are designed to be sequenced in a logical manner. Each clinical education course should be taken during the semester designated in the curriculum plan in order to assure that the appropriate didactic material has been covered and / or is in progress at the time of the clinical experience. As an additional pre-requisite to placement in the clinical facility, students must have demonstrated **competence and safety** with the application of clinical skills in the laboratory setting as evaluated by the faculty members coordinating / instructing the courses.

Students must also meet Program and Facility prerequisites related to health, immunizations, certifications, etc prior to clinical placement. Refer to the **Program Clinical Manual** for more information.

Outline of Content:

- Use and application of the evaluation tool (*PT CPI*)
- Supervised clinical experience with direct patient contact

Teaching Methods and Learning Experiences:

- a. Clinical learning experiences
- b. Application and use of the *PT CPI* as a learning / planning tool

Student Objectives:

Upon completion of this course, the student will be able to:

1. Plan and implement culturally appropriate comprehensive patient care programs.
2. Perform safe and effective physical therapy practice.
3. Coordinate patient care activities with other health care professionals and with supportive personnel displaying professional behavior and interpersonal/communication skills.
4. Apply physical therapy principles of ethical conduct and standards for professional practice.
5. Continue self-directed learning and professional growth.
6. Apply concepts and principles of management.
7. Apply concepts of teaching and learning theories in the education of patients, colleagues, and the community.
8. Recognize the needs and participate as a professional in the Health Care System of today's society.

Learning Outcomes:

1. Complete total number of clinical hours in assigned setting/s. A specialty rotation may be completed.
2. Receive PT CPI final marks between **Intermediate performance to entry level performance (intervals 3-4)** for all 18-performance criteria, along with the **absence of significant concerns with red flag criteria** (formal evaluations on CPI occur at midterm and final periods of the clinical experience).
 - a. Items 1-6 are related to professional practice
 - b. Items 7-15 address patient management
 - c. Items 16-18 address practice management
 - d. Items 1, 2, 3, 4, and 7 are "Red Flag Items" that are considered foundational criteria
3. Complete and return to the DCE the "Weekly Planning Form" and "Student Evaluation of Clinical Education Experiences" from each site.

Course Grade:

The student will be graded on a pass-fail basis according to completion and submission of specific course requirements listed in the 'learning outcomes' and adherence to all Program and Facility policies related to behavior and attendance.

Identified deficits in student performance occurring during this course may result in the addition of student assignments, the extension of clinical practice hours, and/or the establishment of additional goals/expectations for student performance.

03/2022

Louisiana State University Health Sciences Center - Shreveport
School of Allied Health Professions
Department of Rehabilitation Sciences
Program in Physical Therapy
Course Syllabus

Number and Title: PHTH 7588 Clinical Internship II

Department Offering Course: Physical Therapy

Description: A 10-week block of full time clinical practice in one or more settings. The practicum is designed to provide clinical reinforcement of the curriculum content presented during the two years of study.

Credit Hours: 10

Contact Hours: 4 to 6 hours in the class for preparation / post seminar
400 clinical experience hours (40 hours for 10 weeks)

Course Director: Amanda Sittig Bernard, PT, DPT
Office: 318-813-2948
Cell: 318-458-6091
Fax: 318-813-2938
Amanda.Bernard@lsuhs.edu

Required Online Resources:

Guide to Physical Therapist Practice. 2nd Ed. Physical Therapy 2001; 81: 9-744.

APTA's Physical Therapist Clinical Performance Instrument (PT CPI), 2006

Exxat, LLC

Course Prerequisites:

Program professional courses and clinical education courses are designed to be sequenced in a logical manner. Each clinical education course should be taken during the semester designated in the curriculum plan in order to assure that the appropriate didactic material has been covered and / or is in progress at the time of the clinical experience. As an additional pre-requisite to placement in the clinical facility, students must have demonstrated **competence and safety** with the application of clinical skills in the laboratory setting as evaluated by the faculty members coordinating / instructing the courses.

Students must also meet Program and Facility prerequisites related to health, immunizations, certifications, etc prior to clinical placement. Refer to the **Program Clinical Manual** for more information.

Outline of Content:

- Use and application of the evaluation tool (*PT CPI*)
- Supervised clinical experience with direct patient contact

Teaching Methods and Learning Experiences:

- c. Clinical learning experiences
- d. Application and use of the *PT CPI* as a learning / planning tool

Student Objectives:

Upon completion of this course, the student will be able to:

1. Plan and implement culturally appropriate comprehensive patient care programs.
2. Perform safe and effective physical therapy practice.
3. Coordinate patient care activities with other health care professionals and with supportive personnel displaying professional behavior and interpersonal/communication skills.
4. Apply physical therapy principles of ethical conduct and standards for professional practice.
5. Continue self-directed learning and professional growth.
6. Apply concepts and principles of management.
7. Apply concepts of teaching and learning theories in the education of patients, colleagues, and the community.
8. Recognize the needs and participate as a professional in the Health Care System of today's society.

Learning Outcomes:

1. Complete total number of clinical hours in assigned setting/s. A specialty rotation may be completed.
2. Receive PT CPI final marks of **entry-level or above (interval 5)** for all 18-performance criteria by completion of the clinical experience and **no "Significant Concerns" boxes checked for all 18-performance criteria** (formal evaluations on CPI occur at midterm and final periods of the clinical experience).
 - a. Items 1-6 are related to professional practice
 - b. Items 7-15 address patient management
 - c. Items 16-18 address practice management
 - d. Items 1, 2, 3, 4, and 7 are "Red Flag Items" that are considered foundational criteria
3. Complete and return to the DCE the "Weekly Planning Form" and "Student Evaluation of Clinical Education Experiences" from each site.

Course Grade:

The student will be graded on a pass-fail basis according to completion and submission of specific course requirements listed in the 'learning outcomes' and adherence to all Program and Facility policies related to behavior and attendance.

Identified deficits in student performance occurring during this course may result in the addition of student assignments, the extension of clinical practice hours, and/or the establishment of additional goals/expectations for student performance.

03/2022

Policies and Procedures Related to Clinical Education

Affiliation Agreements:

Prior to a student participating in an internship/externship in a clinical facility, an Affiliation Agreement must be completed/executed with the site. The DCE forwards clinical site/contact information to the Office of the Chancellor – Legal Affairs Division after which the School of Allied Health Professions' representative in that office contacts the facility and negotiates/facilitates execution of the contract. Occasionally clinical facilities require completion of their own version of contracts with academic programs wither in lieu of or in addition to the LSUHSC Program's agreement. In such cases, the facility's contract should be reviewed by the DCE and Legal Affairs Department prior to completion.

The University's Chancellor's Office/Legal Affairs Division maintains current information on clinical sites with "active" affiliation agreements in place on their website @ <http://myhsc.lsuhscreveport.edu/ImmigrationContracts/ImmigrationAffiliationSAHP.aspx>. The DCE references this site prior to and in preparation for placing students in appropriate facilities for clinical externships/internships. Original copies of the fully-executed agreements are kept on file in the Office of the Dean of the School of Allied Health Professions.

Procedure for Clinical Education Placement:

The DCE maintains a record of the "available" clinical placements/slot for each clinical experience. This record is updated regularly through (1) returned Student Commitment Forms (annual request for placements sent out March 1) and (2) informal communications with sites regarding available student placements (email, phone calls, etc.)

The following process, then, is used in scheduling students for clinical internship/externships:

- For early part-time rotations (Clinical Procedures I and Clinical Externships I and II), students are assigned based upon availability of clinical sites with additional consideration by the DCE of:
 - Students' prior experiences before entering DPT program
 - Clinical education program goal of providing experiences in a variety of practice settings
 - Location of the clinical facility
 - Educational and personal goals of the student
 - Consideration of student requests
- For long term rotations (Clinical Internships I and II), students are assigned by the DCE with student input. Each student is asked to review the list of available clinical education sites and the Clinical Site Folder (containing the Facility CSIF if available and prior student feedback on the clinical site/clinical experience) and turn in their top 5 site/locations for

each practice area (acute, rehabilitation, outpatient and specialty rotations). A planning form (see Appendix) is used by the student and DCE for development of the final decision. The DCE leans heavily on considerations for the best fit for student/site/CI and educational learning needs. When several students are requesting the same site, decisions are made either by draw or collaboration with students on alternative placements.

Guidelines/Policies for Clinical Placements

Variety requirement:

Clinical placement decisions are guided, in part, by an effort to assure that student experiences address the following:

- Diversity of ages in patient populations
- Exposure to diagnoses for each system (musculoskeletal, neuromuscular, cardiovascular, integumentary)
- Opportunities for the development of practice management (administrative) and specialty (site-specific) skills

In order, therefore, to meet the requirements of the clinical education component of the program, students must have documented (in PT CPI) experiences in each of the following areas:

- A **hospital setting** (inpatient acute, inpatient rehab, or long term acute care)
- A **outpatient setting** (with primary caseload of orthopedic diagnoses)
- A **rehabilitation setting** (with significant component of the caseload having neurologic diagnoses)
- Potentially, a **specialty area** (pediatrics, geriatrics, sports medicine, aquatics, women's health, wound management, etc.)

Other Clinical Placement Policies/Guidelines

- Students should be aware that any or all of their clinical experiences may be scheduled *outside of the Shreveport-Bossier area*. Potential hardships related to travel should be presented to the DCE who may factor in those circumstances when making placement considerations.
- Students are typically not placed in facilities in which they are (or have been) employed, in which a family member is employed, or in other settings in which the DCE deems there is a *conflict of interests*. Such conditions pose a risk of undue subjectivity in grading.

Change in or Cancellation of Clinical Placement

Clinical sites occasionally cancel clinical placements if circumstances (staffing, caseload, facility ownership, etc) change to the extent that they are unable to provide a positive learning environment for the student. In the event of cancellation by the facility, the student is notified by the DCE immediately. In most cases, however, depending on the timeline of the cancellation and other

specific circumstances, student placement into an alternate facility may require the re-scheduling or addition of clinical practice hours.

Students are not allowed to change their own clinical site assignments. A student wishing to appeal a placement decision should submit an appeal in writing to the DCE. The resulting decision will be based on the information provided. Situations such as wedding, employment opportunities and circumstances that existed before the clinical site was selected usually do not warrant the DCE to change the clinical placement.

Clinical sites do also have the right to request the removal of a student from the site. Further discussion of this policy can be found under Disciplinary Action and Due Process.

POPTS Policy

LSUHSC-S Program in Physical Therapy will not knowingly place students in clinical environments where the potential for a conflict-of-interests exists between the referral source and the physical therapist's practice. Referral For Profit (RFP) is defined as when a physician can achieve financial gains from referral by (a) having total or partial ownership of a physical therapy practice, (b) directly employing physical therapists, or (c) contracting with physical therapists, otherwise known as physician-owned physical therapy services (POPTS). We agree with APTA's long-held position that recognizes "the incongruity of POPTS with APTA's Vision that embraces the autonomous practice of doctorally prepared professionals, the inherent conflicts of interest existing within POPTS, the loss of the patient/client's right to choice of provider, and the increased cost to society identified resulting from POPTS".

Clinical Experience Pre-Requisites

Determination of Student Readiness for Clinical Education

The school faculty is responsible for determining students' progress toward these standards, achievement of course objectives, development of ethical and professional behavior, and safe practice. As such, faculty members are responsible for determining student readiness to engage in clinical education based on these criteria. Data used by the faculty to determine students' readiness include benchmark exams, projects and laboratory practical examinations each semester, and reports from intermediate clinical experiences. Additionally, students' must demonstrate safe practice standards in order to pass each laboratory practical examination incorporated in the didactic program. The school faculty votes on clinical readiness in the faculty meeting prior to students entering the Clinical Education program for final internships and forms can be produced for Clinic sites requesting (see Appendix)

Immunizations, Certifications, and Related Requirements

Upon selection to the PT program (preceding any clinical experiences) the student will be required to submit or meet the following:

- Health Status Statement/Physical Exam – must be submitted on the form provided by the Program and must be signed by a Physician
- Immunization/Laboratory test results – must submit official immunization records and laboratory test reports to include:
 - Hepatitis B 3-shot series and titer (Booster or additional series may be required if immunity is not achieved)
 - Tetanus-Diphtheria-Acellular Pertussis (TDAP)
 - 2 MMR or titer (only 1 if born before 1957)
 - TB 2 step PPD or negative chest radiograph (current for the year)
 - 2 Varicella or titer
 - Meningococcal vaccine (MCV)
 - Seasonal Influenza vaccine
 - COVID-19 vaccine (policies/compliance varies between school and assigned clinical affiliations)
- Health Insurance documentation – must be maintained while in program without lapse in coverage
- American Heart Association Healthcare Provider Basic Life Support Certification (Commonly known as CPR card) – must be maintained while in program without lapse in coverage during clinical assignments
- OSHA training
- HIPAA training
- IRB training
- Absence of criminal history or record
- Negative drug/alcohol screen

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

Student Competence Assessment Prerequisite

Program professional courses and clinical education courses are designed to be sequenced in a logical manner. Each clinical education course should be taken during the semester designed in the curriculum plan in order to assure that the appropriate didactic material has been covered and/or is in progress at the time of the clinical experience. As an additional pre-requisite to placement in a clinical facility, students must have demonstrated **competence and safety** with the application of clinical skills in the laboratory setting as evaluated by the faculty member coordinating/instructing the course. Program faculty communicates with the DCE through faculty meetings and through email/phone correspondence regarding student successful demonstrations of safety and competence with skill application prior to clinical placement.

Clinical Experience	Pre-requisite competence/safety (skills that faculty have evaluated & deemed student safe in executing in laboratory setting prior to clinical experience)
Clinical Procedures I	PHTH 7555 (IPC) Mobility, transfers, gait training with AD, WC parts and mobility
Clinical Externship I	PHTH 7561 (PAMM) application, safety, and competence with indications,

	<p>precautions, and contraindications for physical agents</p> <p>PTH 7562 (EMMD) rules out catastrophic conditions and safely establishes a POC for musculoskeletal conditions</p> <p>PTH 7569 (EPLD) safely assesses gait and balance disturbances</p>
Clinical Externship II	<p>PTH 7564 (MTI) safety in assessing joint mobility and applying manual techniques to the extremities</p> <p>PTH 7565 (PAEN) monitors for signs to modify or terminate exercise, competence with exercise precautions</p>
Clinical Internships I & II	<p>PTH 7572 (NSII) competence and safety with selection of assessment tools for neurologically impaired</p> <p>PTH 7574 (MTII) safety in assessing joint mobility and applying manual techniques to the spine, rules out red flags for spinal manipulations</p> <p>PTH 7569 (CE) application, safety and competence with indications, precautions, and contraindications for electrotherapeutic and electro-diagnostic modalities</p> <p>PTH 7570 (P&O) competence and safety with application and monitoring of orthotic and prosthetic devices</p>
	<p>PTH 7576 (SMC) safety in managing patients with chronic diseases</p> <p>PTH 7581 (NSIII) safe handling skills with neurologically compromised patients</p> <p>PTH 7578 (Pharm) assess pharmacologic effects on rehabilitation</p> <p>PTH 7579 (WIns) competence with screening tools to rule out catastrophic conditions</p>
	<p>PTH 7585 (BAM) competence with ethical billing practices</p> <p>PTH 7590 (Ed P) learner appropriate education skills</p> <p>PTH 7584 (WH) recognize women's health needs that require referral</p>

Background Checks

Background checks are a required prerequisite for LSUHSC's clinical affiliates. Student consent to have a background check performed and for the results to be shared with school administration, clinical faculty, and clinical affiliates is required. Finding/results of checks will be released if requested to the above named parties. Although positive

findings do not immediately interfere with the student's standing in the clinical program, clinical affiliates may refuse to permit a student to perform a clinical rotation in their facility based on this information.

Should a student be unable to complete all required rotations or assignments due to refusal of a clinical affiliate to accept the student, the student may be unable to complete the clinical course and may ultimately be unable to complete the clinical program.

Required Background checks within a certain time frame prior to start date for specific Clinical Internships are at the cost of the student.

Drug Screening

Drug/Alcohol testing is another required prerequisite for LSUHSC's clinical affiliates. Students must provide consent to have a drug/alcohol test performed and for the results to be share with administration, clinical faculty, and clinical affiliates. A drug/alcohol screen will be performed upon acceptance into the program and may also be performed randomly or during incidences of suspicious behavior. A clinical site/clinical instructor with suspicions related to student substance use should contact the DCE immediately who will advise a course of action and/or follow their facility-specific policies regarding this issue.

A positive drug/alcohol test will result in the filing of a **misconduct** charge with the Office of the Assistant Dean for Academic Affairs. The student will be withheld from beginning or removed from their current clinical site/rotation pending the decision/action by the Dean per the University/SAHP's "Policy on Student Conduct, Dismissal, Appeals" as described in the *DPT Program Student Handbook*. Possible sanctions include dismissal from the program.

Required Drug Screening within a certain time frame prior to start date for specific Clinical Internships are at the cost of the student.

Liability Insurance

Students are provided professional liability insurance coverage (in the amount of \$5,000,000 per occurrence) while enrolled in the PT Program by the Louisiana Office of Risk Management. Coverage terminates when a student graduates or is no longer enrolled. This policy covers students only during assigned clinical experiences.

In order to fulfill the prerequisite requirements of specific clinical facilities, students are potentially required to purchase additional liability insurance coverage in the amount of \$1million per occurrence/\$3million aggregate.

Sharing of Student Information with Clinical Sites

Students are required to sign an information release waiver upon initial entrance into the Program (see Appendix). This allows LSUHSC and its representatives to release information to clinical affiliate(s) for approval to schedule a student clinical experience and to facilitate student learning during each clinical rotation. The information that may be released includes the following:

- Name
- Contact and identification information
- Letter of verification related to *background check and drug screening* prerequisites
- Health information
- OSHA & HIPAA training/certification
- Health Insurance information
- Academic and clinical performance and status
- Emergency contact information
- Vehicle registration information

The ability to place a student in selected clinical facilities is not possible without the sharing of this information; therefore, failure to authorize this release of information may result in an inability to successfully complete the clinical education component of the program. Student should also be aware that clinical facilities will be providing information to LSUHSC regarding all aspects of the student's performance while participating in clinical experiences.

Attendance During Clinical Experiences

As stated in the LSUHSC Catalog, "Students are expected to attend all scheduled appointments in each course. Determination of the number of absences which may be interpreted as excessive rests with the Program, and is subject to approval by the Dean." Because clinical faculty/instructors are charge with ensuring and documenting proficiency and safety in such a wide variety and large quantity of skills, and because there is a limit to both the quantity and quality of "make-up" hours/days available for missed clinical time (even "excused" time), the PT Program has the following expectations regarding student attendance for all clinical education courses (PHTH 7556, 7563, 7568, 7587 and 7588):

Definitions

- **"Excused Absence"** – An Absence can be excused **ONLY** if the student has notified the DCE and clinical affiliate **prior** to the scheduled beginning of the missed day. Excused absences could include illness, ill family member, death of immediate family member, jury duty, military duty, residency interviews or other circumstance with prior approval by faculty member. Excused absences require documentation at the discretion of the DCE
- **"Unexcused Absence"** – An absence which does not meet the definition of excused absence or one in which the DCE and clinical instructor were not contacted prior to the scheduled clinical time is considered unexcused. Unexcused absences could include car trouble, routine doctor appointments, dentist appointments, job interviews, child care issues, licensure tasks, etc.

PT Program Clinical Education Policy regarding unexcused absences:

- Unexcused absences are unacceptable during clinical practice/rotations. Violation of this policy may result in written counseling and/or a failing grade for the course
- Unexcused missed clinical practice hours must be made-up by the end of the semester.

PT Program Clinical Education Policy regarding excused absences:

- Excessive excused absences may result in an inability to successfully complete/pass the clinical experience if those absences put the student at risk for not meeting the total number of required clinical hours in the course and/or clinical education component of the Program. Students will receive a written warning/counseling from the DCE when their number of excused absences place them in that “at risk” category.
- All clinical hours missed due to excused absences must be made up by the end of the semester.

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

Students should be aware that if employment interferes with attendance and participation in clinical classes/externships/internships, these absences will be unexcused and students will be subject to disciplinary action or dismissal from the program.

Students during full-time experiences (clinical internships I/II) are expected, as a general rule, to work the “schedule” of the clinical instructor (CI). This may include (but is not limited to) alternate weekly schedules (four 10-hour work days vs five 8-hr work days) and weekend/after hours coverage.

The holiday schedule of the school applies for *part-time externships (I/II)*. The holiday schedule of the facility applies for *full-time internships (I/II)*.

The inclement weather attendance policy of the facility applies for both *part-time externships and full-time internships*.

Dress Code

PT students must follow the facility-specific dress code policies of each clinical site to which they are assigned. If lab coats and/or scrubs are required by the facility, then the student will be responsible for securing those items. Hair will be fashioned as to not fall forward or over the sides of the face when working with patients/clients. Nails will be kept short in order to enable easy cleaning, prevent puncture of gloves, and prevent injury to the patient/client. Students should not wear excessive fragrance, makeup or jewelry. Distracting body art such as facial/body piercing or easily visible tattoos may be required to be camouflaged, covered or removed. A school or facility name badge identifying the student as a “student” or “SPT” must be worn during all patient interactions.

Conduct/Behavior/Ethics

The development of professional behaviors is an essential part of the integration of students into a profession. Development and assessment of professional behaviors for students in the professional DPT Program at LSUHSC in Shreveport occurs through:

- A) Self-assessment of the DPT Students during the 1st fall semester of the professional curriculum using the Generic Abilities Self-Assessment (see appendix).
- B) Assessments of students in the program by clinicians during the required clinical experiences using the Professional Practice section of the CPI.
- C) Development of a professional development plan for each student within the 1st fall semester of the professional curriculum based on the self-assessment and meetings with the faculty advisor/DCE.
- D) Monitoring and revision of professional development plans on an annual basis through meetings between student/faculty advisor and student/DCE, based on feedback from clinical instructors, program faculty and ongoing student self-assessment

Students are expected to conduct themselves in a professional manner at all times during clinical experiences. The policies and procedures of the Program and of the Clinical Facility must be adhered to and additionally the student should conform to the principles outlined in the APTA Guide for Professional Conduct and the APTA Code of Ethics.

The clinical instructor should give feedback to the student regarding affective/behavioral skills both verbally and in writing using the Professional Practice section of the CPI. The CI should also contact the DCE regarding any concerns related to student conduct/behavior. The DCE will respond immediately to gather information, initiate documentation of the behavior and the action plan (if the CI has not already done so) and help guide the clinical instructor in facilitating progression toward entry-level affective skill achievement.

Clinical facilities do have the right, per the *Affiliation Agreement* with the University, to request the removal of a student from the site at any time due to behavior or performance deficits.

Disciplinary Action and Due Process

If unsatisfactory behavior in the clinical setting occurs or persists, *depending on the quality and quantity of the infraction(s)*, the DCE may:

1. Counsel the student directly (verbally and/or in writing) and document (outline) expectations for future behavior/performance.
2. Give the student a failing grade for the clinical course.
3. Charge the student with misconduct, as described in the LSUHSC Catalog and the PT Program Student Manual. This course of action typically leads to sanctions by the University ranging from a written warning to dismissal from the Program/School.

Certain behaviors, including but not limited to the following, may result in an immediate assignment of an “F” to the clinical course and/or filing of a misconduct charge:

- Violation of patients right/confidentiality
- Falsifying data and records
- Illegal behavior or act

- Possession or use of intoxicants or narcotics or a positive drug/alcohol test result
- Failure to follow the instructions of employees of the facility
- Jeopardizing patient safety
- Any conduct that results in dismissal/a request for removal from a clinical site

HIPAA and Related Policies

In the course of clinical training students have access to confidential information related to patients/clients of the facilities they enter. PT students receive training in protecting patient/client confidentiality and HIPAA guidelines (see Appendix). It is the **responsibility** of the student to maintain confidential any information related to patients and/or clients. Specifically, per HIPAA guidelines, the following behaviors are prohibited:

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

This policy applies not only to patient/clients with whom the student has direct contact, but to **any** personal/confidential information the student may have access to while in the clinical setting.

The student is also to use discretion when discussing patient/client information with other appropriate individuals to assure that the nature of the discussion remains professional, pertains only to information clinically relevant, and cannot easily be overheard by those not involved in the patient's care.

Additionally, some clinical facilities will have their own published policies/procedures related to protecting patient/client information that students are expected to follow.

Violations of this policy may result in sanctions and may be grounds for dismissal from the clinical program.

Safety of Student and Patient During Clinical Experiences

Student Safety/Injury during clinical experiences

One purpose of clinical education is to acquaint students with the reality of clinical practice of a health care professional. During clinical placement, students are subject to the known and unknown risks those members of the physical therapy profession experience in the provision of health care. These may include exposure to people with infectious and communicable diseases, chronic and degenerative diseases, mental illness, and risks attendant to the work environment. LSUHSC-Shreveport PT Program makes every effort to protect the safety and interests of the student. Basic instruction in prevention procedures and in the application of reasonable prudent clinical practices is provided, which can serve to limit unnecessary exposure and constitute a measure of safety for

students and for the patients they treat. Ultimately, it is the student's responsibility to apply these procedures and to take appropriate steps to protect patients and themselves.

As a condition of placement in a clinical affiliation, students are required by the facility and the University to show proof of personal health insurance with coverage throughout full clinical assignments. Another condition of placement in a clinical affiliation is completion and submission of immunizations and laboratory testing. Further, students are expected to abide by whatever policies the facility has regarding risk exposure management for its employees, even though they are not considered by the University or the facility to be an employee of the facility. Additionally, students should be aware that they are not eligible for coverage under the University's or facility's workman's compensation insurance, and there is no mechanism for compensation in the even of student injury during a clinical experience.

*Policy related to COVID-19 vaccine/exemption in development for LSU Health Shreveport and the SAHP. As a condition of placement in a clinical affiliation, students are required by the facility and the University to comply with the current policy related to students and COVID-19 vaccination/exemption status. Failure to comply can limit the ability of the DCE to successfully place a student, and therefore potentially impact the progression through clinical year in the typical timeline.

During PT clinical experiences (PHTH 7556, 7563, 7568, 7587 and 7588), in the event of an accident resulting in student injury the student should immediately notify the clinical instructor of the accident and follow the policies of the facility including completing the appropriate incident report/documentation. Expenses related to student illnesses or injuries occurring during a clinical rotation must be covered by the student's personal health insurance, which must be maintained throughout the clinical program.

Patient/Client injury during clinical experiences

Students are required to wear a school or facility name badge, identifying them as a student and introduce themselves as such when working with a patient/client. Patients have the right to refuse treatment/participation in student training.

In the event of an accident resulting in *patient injury* during a clinical experience, the student should immediately notify the clinical instructor of the accident and follow the policies of the facility including completing the appropriate incident report/documentation. The student is also required to notify the PT Program DCE who will determine what documentation the student/CI must submit to the school related to the incident. Students are provided malpractice insurance while enrolled in the PT clinical program by the Louisiana Office of Risk management. Coverage terminates when a student graduates or is no longer enrolled. This policy covers students only during assigned clinical practice.

Procedure for filing a complaint

The Program encourages and solicits ongoing feedback from enrolled students, faculty members, patient, clinical faculty, and employers of our graduates. When there is a specific complaint about a student, faculty member, or the program in general, it should be documented in writing and discussed first with the person involved, then with the Program Director, and finally with the Dean of the School of Allied Health Professions. If this series of action does not bring about a satisfactory resolution, complaints about the Program should be directed to the Commission on Accreditation in Physical Therapy Education (CAPTE). To obtain the materials necessary for submitting a complaint, contact the APTA Accreditation Department at 703-706-3245 or at accreditation@apta.org. Retaliation against individuals who submit a complaint in good faith is forbidden.

Evaluation of Student Performance

Role/Responsibilities of the *Student* During Clinical Experiences

Physical therapy students participating in clinical education courses have the following global responsibilities:

1. Submit to the DCE preferences for clinical education placements
2. Assume travel and accommodation expenses related to each assigned clinical site
3. Secure and wear appropriate uniform/dress code designated by each site
4. Read and abide by the policies, procedures and standards of the University, Program, the clinical facility and the profession
5. Develop a list of specific personal/professional goals and objectives for each clinical experience
6. Fulfill all prerequisite requirements for clinical education identified by the Program and clinical site
7. Actively participates in clinical learning experience
8. Complete all assignments requested by the Program or the clinical site
9. Provide feedback to the clinical instructor and DCE regarding the learning experience
10. Regularly complete self-assessments of clinical performance and affective/professional skills

Physical Therapist Clinical Performance Instrument (PT CPI) for Students

The primary tool utilized by the LSUHSC-Shreveport PT Program for the evaluation of student clinical performance is the PT CPI. (A) During Clinical Procedures I and Clinical Externship I, the PT CPI is utilized as a mechanism for facilitating student self-assessment and progress toward entry-level clinical skill development. Students use feedback in the PT CPI to generate goals for upcoming clinical experiences. (B) During Clinical Externship II, the PT CPI is utilized (final week only) as a mechanism for facilitating student self-assessment, as well as documented progress toward entry-level clinical skill development by their clinical instructor. Learning outcomes on the clinical course syllabus describes the expectations for what specific intervals must be reached when each student is rated in all 18 skills by the clinical instructor in order to successfully complete the rotation/pass the course. (C) During Clinical Internships I & II, the PT CPI is utilized (midterm and final weeks) as a mechanism for facilitating student self-assessment, as well as documented progress toward entry-level clinical skill

development by their clinical instructor. Learning outcomes on the clinical course syllabi describe the expectations for what specific intervals must be reached when each student is rated in all 18 skills by the clinical instructor in order to successfully complete the rotation/pass the course.

Per Syllabi:	
Clinical Externship II*	Students should achieve final marks ranging from a minimum of beginner clinical performance (interval 1) to intermediate clinical performance (interval 2) for all 18 performance criteria and no "Significant Concerns" boxes checked.
Clinical Internship I**	Students should achieve final marks between intermediate performance and entry level clinical performance (interval 4) for all 18 performance criteria and no "Significant Concerns" boxes checked.
Clinical Internship II***	Students should achieve final marks of entry-level clinical performance or beyond (interval 5) for all 18 performance criteria and no "Significant Concerns" boxes checked.

*Beginner Clinical Experience

**Intermediate Clinical Experience

***Final Clinical Experience

Instructions on how to use PT CPI can be found online via www.apta.org. Questions related to student assessment using the PT CPI should be directed to the DCE.

Other Tools for Student Assessment

In addition to data collected from the PT CPI, student performance during clinical experiences is also assessed using:

- The **Weekly Planning Form** (see Appendix) for students during Clinical Internships I & II, which provides:
 - Clinical instructor narrative weekly assessments of student performance related to professional practice, practice management and "overall" performance
 - Student narrative weekly assessment related to professional practice, practice management and "overall performance"
 - Collaborative weekly list of goals for the upcoming week
- The **Progress Report for Short Term Clinical Experience** form (see Appendix) for students during Clinical Externships I & II, which provides narrative feedback related to the student's overall strengths/weakness in the areas of professional practice and practice management.
- **Midterm Conference**/communication between DCE, CI and Student during the clinical experience, which provides qualitative information regarding student performance (see Appendix).

Grading of Clinical Practice Courses

LSUHSC-Shreveport students are required during the Program to complete 5 clinical practice courses. Each of these courses is “pass”/“fail” in nature. The syllabus for each course describes the criteria for earning a “passing” grade. These criteria include:

- Completing the required number of clinical practice hours for the course
- Demonstrating acceptable affective skill development/achievement related to safety, communication and professionalism (Generic Abilities/Professional Practice skills)
- Performing at entry-level (interval 5) or above on all 18 performance criteria and an absence of checked “Significant Concern” boxes from the PT CPI (requirement for Clinical Internship II)
- Maintain currency and submitting appropriate documentation to DCE by the established deadline of prerequisite clinical placement requirements (CPR recertification, vaccinations/laboratory tests, personal health insurance coverage, etc.)
- Submission of any and all assignments/forms/documentation required by the DCE preceding or following the clinical practice rotation (evaluation of the clinical site/experience, evaluation of the clinical instructor, generic abilities self-assessment, written case study assignment, etc.)
- Complies with all Program, University, and facility policies and procedures during clinical experience (attendance, behavior, dress, etc.)

Formal evaluations of the student by the clinical instructor in consultation with the DCE should occur at “midterm” and at/near the end of each clinical rotation. Identified deficits in student performance occurring during these assessments may result in the addition of student assignments, the extension of clinical practice hours, and/or the establishment of additional goals/expectations for student performance.

If a student is demonstrating below expected performance for their level of preparation, the DCE should be notified immediately. If the student is at risk for failing, the “significant concerns box” should be marked on the CPI.

If the student demonstrates problems with safety, professionalism, or adhering to ethical or legal practice standards, the DCE should be notified immediately.

While information related to student performance is gathered from the clinical instructor’s comments, documentation and grading/scoring, the responsibility for assigning the clinical education course grade ultimately lies with the **DCE** who uses that input to objectively assign the “pass” or “fail” grade as appropriate.

Failure of a Clinical Practice Course

A Clinical Practicum or Clinical Externship/Internship is treated just as any other course in the PT curriculum. Clinical experiences must be successfully completed in their entirety as described in the PT Student Manual in order to progress within the Program.

Clinical Education Facilities/Faculty

The Clinical Facilities/Sites

Clinical sites/facilities are evaluated by the DCE in an effort to determine whether the retention or addition of the clinical facility as an affiliate has the potential to enhance or continues to enhance the Program's Clinical Education Component.

Factors considered include:

- Geographic location
- Quantity, demographics, and variety in diagnoses of patient/clients served by site
- Qualifications of facility staff/clinical instructors
- Available learning opportunities
- Additional prerequisite requirements of facility (lab testing, screenings, certifications, etc.)
- Qualitative feedback from student evaluations of the clinical education site/clinical experience

Rights of Clinical Facility:

Clinical sites affiliating with the LSUHSC-Shreveport DPT Program have the following rights:

- To affiliate with and accept students from other Programs
- To expect that students assigned to the site will be adequately prepared for the clinical experience
- To request information, support, and specific assistance in the management/training of a student having difficulty from the DCE
- To cancel or refuse a clinical placement if the site is unable to provide an adequate learning experience
- To dismiss a student from its site without sanctions from the program.

Evaluation/Assessment of the Clinical Facility:

As a component of the overall **Clinical Education Program Assessment**, the DCE utilizes review of the CSIF, communications with the facility SCCE and staff (email, phone calls, etc.), review of student evaluations of the clinical education site/experience, and on-site visits to gather information and plan the management and "training" of clinical sites.

The Director of Clinical Education (DCE)

Description: The DCE is the Program faculty member with the academic and administrative responsibility of overseeing the clinical education component of the Program.

Responsibilities:

1. Serves as the key contact person/liaison between the Program and clinical sites/faculty
2. Recruits, evaluates, and retains clinical affiliating sites

3. Communicates regularly with clinical sites and clinical instructors in planning for student affiliations
4. Works with the facility and the College's legal affairs department to establish affiliation agreements that meet the needs of the College, student and facility
5. Assigns students to sites for clinical experiences
6. Provides or facilitates continuing education and training of clinical instructors in collaboration with the facility CCCE
7. Monitors and facilitates student progress toward individual and course goals/objectives during clinical experiences
8. Counsels students individually on clinical performance and professional behavior issues
9. Determines the grade for financial practice courses
10. Evaluates the effectiveness of clinical instructors, clinical facility student programs, and the Program's clinical education component
11. Communicates information related to student clinical performance to Program Core Faculty
12. Maintains necessary/appropriate documentation related to student clinical performance and the Program's clinical education courses

Evaluation/Assessment of DCE:

Each academic year, clinical instructors, SCCE's, Program students and Program Core Faculty are asked to complete the **LSUHSC DPT Program DCE Performance Assessment**, providing feedback related to the following performance indicators:

- Development of student clinicians
- Development of clinical education faculty
- Development and assessment of program
- Management and coordination
- Leadership and collaboration
- Communication
- Professional behaviors
- Overall DCE strengths/weaknesses

As a component of the overall **Clinical Education Program Assessment**, feedback from this instrument is reviewed by the DCE in order to (1) establish personal/professional development goals, (2) evaluate the current policies and processes utilized in the clinical education program, (3) plan future clinical faculty development and (4) identify resource needs for the clinical education program.

The Site Coordinator of Clinical Education (SCCE)

Description: The individual (PT or non-PT) appointed by the clinical education site and designated as the primary contact person for the Program DCE who is responsible for coordinating student clinical education experiences at the clinical education site.

Responsibilities:

- Serves as the key contact person for the Program DCE in planning for upcoming clinical education rotations/experiences
- Facilitates on-site the completion of Affiliation Agreement with College
- Provides the Program with current information regarding student pre-requisite requirements (immunizations, laboratory tests, certifications, screenings, etc.)
- Provides or arranges for education and training of clinical instructors in collaboration with Program DCE
- Delegates clinical supervision of students to approved physical therapy clinical instructors
- Oversees the orientation of the student to the clinical facility
- Acts as a liaison between the student and clinical instructor
- Supervises the performance assessment of the student
- Evaluates, in consultation with the DCE, the effectiveness of the clinical education program and the facility's clinical instructors
- Maintains necessary/appropriate documentation related to the site's clinical education program

The Clinical Instructor (CI)

Description: A physical therapist selected by the SCCE with approval of the DCE with at least one year of clinical experience who directly supervises the student in the clinical environment. It is recommended that the CI have completed the ATPA CI Certification Course and that the CI be a member of the APTA.

Responsibilities:

- In collaboration with the SCCE and DCE, plans appropriate learning experiences for the student
- Works with the student and Program to identify appropriate objectives for the clinical experience
- Supervise the student appropriately in order to provide quality learning experiences in the areas of patient care, research and administration
- Provides both formal and informal feedback to the student regarding his/her performance on a regular basis
- Communicates with the SCCE and DCE regarding student performance
- Completes Program required documentation in a timely manner
- Makes an effort to address the varying needs of clinical students in terms of experience, learning style, progress within the curriculum and interpersonal communication characteristics
- Serves as a role model for legal, ethical and professional behavior

Evaluation/Assessment of CI:

The DCE utilizes information from the following sources in the evaluation of clinical instructors:

- The Clinical Site Information Review (CSIF) (requested upon initial completion of affiliation agreement and updated as needed) provides information on clinical faculty:
 - Experience
 - Licensure/certifications
- The Student Evaluation of the Clinical Instructor (completed by students following every clinical education course) provides information on clinical faculty:
 - Communication and instruction style
 - Availability and organization
 - CI development needs (student assessed)
- The DPT Survey of Clinical Faculty (completed by SCCEs and CIs annually) provides information on clinical faculty:
 - CI development needs (self-assessed)
- Mid-Rotation conferences/communication between DCE and the CI provides information on:
 - Student perceived clinical instructor strengths/weaknesses
 - CI development needs (student-assessed and self-assessed)

As a component of the overall **Clinical Education Program Assessment**, feedback from these sources is reviewed by the DCE in order to plan for future clinical instructor training presentations/modules based on identified individual CI development needs and facility specific clinical faculty development needs. Information regarding clinical instructor strengths and development needs is also shared with facility SCCEs as requested and/or needed.

Rights and Privileges of Clinical Faculty

The Clinical Education Faculty of the LSUHSC-Shreveport DPT Program have rights and privileges commensurate with those of similar appointments within the institution. Those rights and privileges include:

- Right to request a conference or have a student removed from a clinical rotation at any time. (Provided in facility contract)
- Right to provide feedback on the curriculum and the performance of program students and to have that feedback documented (in the PT CPI and through the DPT Survey of clinical faculty)
- Opportunity to request individual training and/or information related to clinical instruction (item on DPT Survey of clinical faculty instrument)
- Right to provide input on future program applicants (through completion of the *Documentation of Experience Form(s)* and participation in the interview process)
- Invitation to attend yearly student research presentations
- Opportunities to attend continuing education programs at a reduced rate when sponsored by the University
- Opportunity to attend APTA Clinical Instructor Certification Course at a reduced rate (with APTA membership);

- Opportunity to gain access to the Health Sciences Center library, discounts on courses provided by the University and potentially collaborate in clinical research

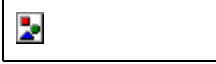
Evaluation/Assessment of the Clinical Education Program:

The DCE solicits input from the students, clinical sites/instructors, and core faculty to review the Program's clinical education curriculum/program. This **Clinical Education Program Assessment** is completed each year using the data collected from the previous academic year. Documentation from the following sources are referenced: Program faculty meeting minutes, Summary data from *Student Evaluations of the Clinical Site/Experience* forms, Summary data from *Student Evaluations of the Clinical Instructor* forms, Summary data from *DPT Program Clinical Faculty Survey*, data from Clinical Site/Student Commitment Database, *Clinical Site Information Forms (CSIF)*, Summary data from *LSUHSC DPT Program DCE Performance Assessment*. This data is used to respond to the following questions:

- Is there an identified need for a change in any **Program policies or procedures** related to the clinical education program?
- Does feedback indicate that the **quality of student clinical learning experiences** is adequate/appropriate?
- Are there any **consistent patterns of deficit** (academic or clinical) in student performance that could be addressed by a change in an individual Program course, the whole curriculum or the way the curriculum is administered?
- Has the LSBPTE, CAPTE, APTA or other **governing/advising body** suggested or mandated changes that should/will impact the clinical education program?
- Are there adequate/sufficient **variety and availability** of clinical education placements?
- In what particular areas is there an indicated need for further **clinical faculty development**?
- Is there an identified need for any **additional resources/support** for the clinical education program (supplies, equipment, technology, etc.)?
- Were all Clinical Education Program **measurable goals** achieved this year?
- What are the **overall strengths/weaknesses** of the clinical education program and what strategies **for ongoing improvement** for the next academic year are indicated?

APPENDIX

- I. APTA Code of Ethics**
- II. Clinical Placement Planning Form**
- III. Generic Abilities**
- IV. The Weekly Planning Form**
- V. The Progress Report for Short Term Clinical Experience**
- VI. Midterm Site/Phone Visit Form**
- VII. Sharing of Student Information with Clinical Sites**
- VIII. Patient Confidentiality Policy**
- IX. Acknowledgement of Receipt of Clinical Education Manual**



CODE OF ETHICS PREAMBLE

This *Code of Ethics* of the American Physical Therapy Association sets forth principles for the ethical practice of physical therapy. All physical therapists are responsible for maintaining and promoting ethical practice. To this end, the physical therapist shall act in the best interest of the patient/client. This *Code of Ethics* shall be binding on all physical therapists.

PRINCIPLE 1

A physical therapist shall respect the rights and dignity of all individuals and shall provide compassionate care.

PRINCIPLE 2

A physical therapist shall act in a trustworthy manner towards patients/clients, and in all other aspects of physical therapy practice.

PRINCIPLE 3

A physical therapist shall comply with laws and regulations governing physical therapy and shall strive to effect changes that benefit patients/clients.

PRINCIPLE 4

A physical therapist shall exercise sound professional judgment.

PRINCIPLE 5

A physical therapist shall achieve and maintain professional competence.

PRINCIPLE 6

A physical therapist shall maintain and promote high standards for physical therapy practice, education, and research.

PRINCIPLE 7

A physical therapist shall seek only such remuneration as is deserved and reasonable for physical therapy services.

PRINCIPLE 8

A physical therapist shall provide and make available accurate and relevant information to patients/clients about their care and to the public about physical therapy services.

PRINCIPLE 9

A physical therapist shall protect the public and the profession from unethical, incompetent, and illegal acts.

PRINCIPLE 10

A physical therapist shall endeavor to address the health needs of society.

PRINCIPLE 11

A physical therapist shall respect the rights, knowledge, and skills of colleagues and other health care professionals.



STUDENT SITE/LOCATION REQUEST FORM

Student Name: _____ Date: _____

Present Address: _____

Email: _____

Phone #: _____

Permanent Address: _____

Emergency Contact Person, phone, and relation: _____

Site/Location Request - Please list the site and/or location(s) (i.e., city, region, etc.) that you would like to be placed in (most preferred location first):

Clinical Externship I: _____

Clinical Externship II: _____

Clinical Internship IA: 1. _____ 2. _____ 3. _____

Clinical Internship IB: 1. _____ 2. _____ 3. _____

Clinical Internship II: 1. _____ 2. _____ 3. _____

Generic Abilities**

Generic abilities are attributes, characteristics or behaviors that are not explicitly part of the profession's core of knowledge and technical skills, but are nevertheless required for success in the profession. Ten generic abilities were identified through a study conducted at UQ-Madison I 1991-1992. The ten abilities and definitions developed are:

Generic Abilities	Definition
Commitment to Learning	The ability to self-assess, self-correct, and self-direct; to identify needs and sources of learning; and to continually seek new knowledge and understanding
Interpersonal Skills	The ability to interact effectively with patients, families, colleagues, other health care professionals, and the community to deal effectively with cultural and ethnic diversity issues
Communication Skills	The ability to communicate effectively (i.e., speaking, body language, reading, writing, listening) for varied audiences and purposes
Effective Use of Time and Resources	The ability to obtain the maximum benefit from a minimum investment of time and resources
Use of Constructive Feedback	The ability to identify sources of and seek out feedback and to effectively use and provide feedback for improving personal interaction
Problem Solving	The ability to recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes
Professionalism	The ability to exhibit appropriate professional conduct and to represent the profession effectively
Responsibility	The ability to fulfill commitments and to be accountable for actions and outcomes
Critical Thinking	The ability to question logically; to identify, generate, and evaluate elements or logical argument; to recognize and differentiate facts, illusions, assumptions, and hidden assumptions; and to distinguish the relevant from the irrelevant
Stress Management	The ability to identify sources of stress and to develop effective coping behaviors
**Developed by the Physical Therapy Program, University of Wisconsin-Madison	<i>May et al; Journal of Physical Therapy Education; 9:1, Spring, 1995</i>

WEEKLY PLANNING FORM

Dates: _____ Week # _____

Summary of Previous Week (Progress, Feedback):

Student:

Clinical Instructor:

Goals for the Upcoming Week:

1)

2)

Student Signature

Clinical Instructor (CI) Signature

Louisiana State University Health Sciences Center

School of Allied Health @ Shreveport
Department of Rehab Services / Program In Physical Therapy

Progress Report for Short Term Clinical Experience

Student Name:

Date: Summer 202_ / PPTH 7568 Externship II

CI Name:

Facility:

Give your overall impression of the students' demonstration of learning noting areas of strength and areas needing improvement.

Professional Practice:

[Communication Skills, Use of Constructive Feedback, Problem Solving & Critical Thinking
Safety During Patient Management]

Patient Management:

[Patient History and Systems Review, Tests and Measures, Interventions]

CI Signature & Date

Student Signature & Date



Date: _____ Student: _____

Site: _____

Clinical Instructor(s): _____

1. Type of visit: Site Phone Other:

2. Clinical Rotation:

Clinical Procedures Clinical Externship I
 Clinical Externship II Clinical Internship IA
 Clinical Internship IB Clinical Internship II

3. Week of clinical rotation:

Week 1 Week 2 Week 3 Week 4 Week 5
 Week 6 Week 7 Week 8 Week 9 Week 10

4. Topics discussed with student:

Objectives Rapport with clinical instructor
 Clinical instructor's teaching methods
 Level of supervision Caseload

Comments: _____

5. Topics discussed with clinical instructor(s):

Student's strengths _____
 Student's weaknesses _____
 Areas for improvement and plan _____

Caseload: diagnoses _____
 Learning opportunities (clinics, rounds, staffing, surgeries, etc.) _____
 Assignment _____
 Assessment and summary form _____
 Clinical Performance Instrument (CPI) completed not completed
 PT MACs completed not completed
 Will the student meet the course objectives yes no
 Facility/clinic expectations and/or requirements _____

Comments: _____

6. Educated clinical instructor(s) and/or CCCE on the following topics:

Course syllabus/objectives Curriculum
 Clinical Performance Instrument Student expectations
 APTA CI Credentialing Course
 Site specific clinical education needs and development

Student signature: _____ CI signature: _____

DCE or Faculty signature: _____



Department of Physical Therapy
Clinical Education Program

Student Readiness Form

Student Name: _____

Date: _____

The purpose of this form is to validate faculty consensus on the preparation level of each physical therapy student for participation in the Clinical Education internships. These internships take place in the third and final year of our curriculum. Each faculty member voted during our most recent faculty meeting on *****, indicating that this student is ready for entry into the clinic for these three, ten-week internships and no areas of remediation were indicated. The following criteria were used to assess each student:

- Safety
- Professionalism
- Ethical/legal behavior
- Communication
- Didactic preparation
- Ability to accept instruction
- Critical Thinking/Problem-Solving

If you have any questions or concerns, please do not hesitate to contact me.

Amanda Bernard, PT, DPT
Director of Clinical Education
Asitt1@lsuhsc.edu
O (318) 813-2948
F (318) 813-2938

Sharing of Student Information with Clinical Sites

Students are required to sign an information release waiver, which allows LSUHSC and its representatives to release information to clinical affiliates for approval to schedule a student clinical experience and to facilitate student learning during each clinical rotation. The information below is a non-exhaustive list of student information that may be released by your Academic Clinical Coordinator to assigned clinical sites:

- Name**
- Contact and identification information (including last 4 digits SSN, etc)**
- Health information (including immunization records, physical exam results, criminal background check, drug screen results, etc)**
- OSHA and HIPAA training/certification**
- Health Insurance information**
- Emergency contact information**
- Vehicle registration information**
- Academic and clinical performance status – need to know basis to determine appropriate clinical experiences**

The ability to place a student in selected clinical facilities is not possible without the sharing of this information; therefore, failure to authorize this release of information may result in an inability to successfully complete the clinical education component of the Program. Student should also be aware that clinical facilities will be providing information to LSUHSC regarding all aspects of the student's performance while participating in clinical experiences. All information will be kept confidential.

I have read, understand, and agree with the above statement and I give permission to my Academic Clinical Coordinator to release my information that I have physically provided to him/her to assigned clinical sites as necessary.

Student Name (please print clearly)

Student Signature

Date

Patient Confidentiality Policy

Health Insurance Privacy and Portability Act of 1996 (HIPAA) Privacy Rule provided federal protections for personal health information held by covered entities and gives patients an array of right with respect to that information. The Privacy Rule is balanced so that it permits the disclosure of personal health information need for patient care and other important purposes.

Confidentiality of patient information and patient records is a priority in all healthcare settings. While participating in clinical education experiences, student will have access to information that must remain confidential. Patients have the right to privacy and confidentiality of medical information.

- No patient information may be release (verbally or in writing) to unauthorized personnel such as friends, family, or other patients
- Any request by the patient to release medical information must be handled by the appropriate departmental representative. No student will accept responsibility to release patient information
- Do not discuss patient information in public areas or on social media
- Do not leave medical charts in unrestricted areas of the facility
- Under no circumstances may samples of documents such as evaluations, progress notes, discharge summaries, or letters to physicians be removed from the premises of the healthcare facility

I have read, understand, and agree with the above policy.

Student Name (please print clearly)

Student Signature

Date

**LOUISIANA STATE UNIVERSITY HEALTH SCIENCES CENTER IN SHREVEPORT
ACKNOWLEDGEMENT OF RECEIPT OF CLINICAL EDUCATION MANUAL**

I, _____, confirm that I have received a copy of the Clinical Education Manual.

The policies included in the Manual named above have been explained to me, and a copy has been provided to me for my records. My signature confirms my agreement to the policies and procedures included in the LSUHSC-Shreveport Clinical Education Manual.

Signature

Date