



# Physical Therapy

**ULM DPT Clinical Education Handbook**

**2023-2024**

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## **COVID-19 Impact**

The contents of this catalog reflect standard operating conditions for the academic year. However, the global COVID-19 pandemic has resulted in a rapidly changing environment for higher education, and University of Louisiana Monroe (ULM) will respond to those changes in the interest of the health and well-being of all our students, faculty, staff and administration. Changes to policy, procedure and practice may be necessary from time to time, and these changes will be published using typical communication channels, including email, publication to the university web site, press releases, and other channels as deemed appropriate. These changes may supplement and supersede any inconsistent provisions found in this Handbook.

## Welcome Statement

The purpose of the University of Louisiana at Monroe DPT Clinical Education Handbook is to provide students and clinical educators with the necessary information about the Doctor of Physical Therapy (DPT) Program at University of Louisiana at Monroe. Also found in this handbook are critical resources that will be routinely used during clinical education. Please review this in its entirety and do not hesitate to ask any questions for clarification.

**Students:** This handbook will provide you with most, if not all, questions you may have regarding clinical education at the University of Louisiana at Monroe DPT Program. If you have a question that is not answered after reading through this document, please just ask. This is one of the more valuable resources you will receive for clinical education but also know that the Clinical Education Team is here and available to you.

**Clinical Educators:** This handbook should provide you with everything you need to know about the clinical education curriculum at University of Louisiana at Monroe along with information about our didactic curriculum and many resources available to you. We appreciate all that you do and welcome all feedback from our clinical partners in the community.

### University of Louisiana at Monroe Clinical Education Team

Program Director  
Director of Clinical Education/Associate Program Director  
Core Faculty/Assistant Professor  
Administrative Assistant

### University of Louisiana at Monroe Mission and Vision

**Mission:** The University of Louisiana at Monroe seeks students who find value in our programs and prepares them to compete, succeed, and contribute in an ever-changing global society through a transformative education.

**Vision:** The University of Louisiana at Monroe will be recognized among the top 200 universities in the nation for excellence in teaching, research, and innovation, with an emphasis on the health sciences.

### College of Health Sciences Mission

**Mission:** The ULM College of Health Sciences is to improve the health, health care, and well-being of individuals, families, and communities in Northeast Louisiana through education, service, and research.

### School of Allied Health Mission Statement

**Mission:** The mission of the School of Health Professions is to educate practitioners to meet the diverse health care needs of the citizens of Louisiana and beyond.

### University of Louisiana at Monroe Physical Therapy Program

For the ULM DPT program, our mission drives our teaching, research, service, and assessment. Our mission describes who we are, our vision describes who we aspire to become, and our guiding principles identify the behaviors needed to achieve our vision.

### University of Louisiana at Monroe DPT Mission:

The ULM Doctor of Physical Therapy program strives to develop diverse, highly qualified practitioners and leaders who will partner with community members to produce meaningful and sustainable change.

### The University of Louisiana at Monroe DPT Vision:

The ULM DPT program will be a model of excellence for workforce development and research addressing movement-related health disparities.

### The ULM DPT Program Core Values:

Accountability, adaptability, collaboration, cultural humility, inquisitiveness, integrity and purposefulness.

## **I. Clinical Education Experience**

### Overview

The collective faculty at the University of Louisiana Monroe DPT program has developed a comprehensive plan to provide students with clinical experiences that have substantial depth and breadth of Physical Therapy practice. The layout of the clinical education experiences and the required elements are meant to assist students with development of critical thinking skills and transfer of learning from didactic coursework to patient care. While there are general requirements for all clinical education experiences that will be described in this handbook, the Clinical Education Team will make every effort to individualize experiences that fit the best needs of the student. Please review this handbook in its entirety in order to clarify any questions. If there are discrepancies found between this handbook and the Graduate/ Professional school Catalog, students are instructed to use the information in the catalog.

### Core Faculty Expectations for Students Prior to Clinical Experience

Progression to entry-level clinical performance is assessed each semester through Professional (Clinical) Experience and Integrated Clinical Experience coursework. Learners will complete 1,260 practicum hours or 36 weeks (about 8 and a half months) of full-time clinical education before graduation to ensure independent clinical readiness prior to graduation. There are four Professional Experience courses located in the fourth, sixth, seventh, and eighth semesters of the curriculum.

To ensure that each student achieves entry-level clinical performance, the program has included Integrative Clinical Experiences (ICE) in the curriculum for the early identification of clinical strengths and weaknesses of the student. Our program believes that early application of clinical knowledge and skills in real-world scenarios will substantially impact learning outcomes.

Therefore, ICE courses are in the semesters without full-time clinical experience to ensure continuous assessment of a student's progress toward independent clinical readiness. Each ICE course is focused on the application of key knowledge and skills identified by the faculty and community clinicians. The ICE course series includes 58 weeks and 120 laboratory content hours, which will be completed before Professional Experiences II, III, and IV.

Each semester allows the faculty the opportunity to assess clinical readiness through ICE or full-time clinical experiences. The faculty utilizes the Physical Therapist Clinical Performance Instrument for the Assessment of Clinical Skills (CPI) to determine progress toward entry-level performance.

## Clinical Education Team Responsibilities

The DCE assisted by the ADCE have established working relationships with clinical faculty and their associated facilities, locally and throughout the United States. There is a continuous development process for clinical sites, and ACCEs/CCCEs and CIs through in-services, professional meetings (national, state, and local), continuing education courses, and site visits. The DCE assisted by the ADCE facilitate organizational strategies for student development, offer problem solving techniques for their CIs and students, and are a resource for both parties regarding communication, counseling, and behavior modification tactics. Clinical faculty are educated on generalized challenges in current cohorts and strategies for managing various learning styles and abilities of the students.

Communication is frequent and ongoing amongst all parties involved. Communication occurs via email, written correspondence, and verbal communication. The Clinical Education Team meets monthly and, if needed, more frequently. Updates are provided to core faculty weekly at faculty meetings and feedback is encouraged. On-site, virtual, or phone visits will be scheduled for every full-time clinical rotation for each student with the preference of on-site or virtual. The Clinical Instructor and the student will meet with the DCE, ADCE, or faculty member, both separately and together.

These visits are documented in Exxat or alternative platform, the software management system used to house all clinical site information. Students will provide feedback regarding the clinical site and experience via the APTA's Physical Therapy Student Evaluation (PTSE) documents, which are accessed in Exxat or alternative platform.

Regardless of how often a clinical site takes students, the DCE, ADCE, or DPT faculty member will meet virtually or in person with all contracted clinical facilities at a minimum of once every three years. This helps to assess their effectiveness of student education and determination of increased support needed.

## Clinical Education Advisory Board

The Clinical Education Advisory Board consists of the DCE, ADCE, Program Director, three community clinicians, two program alumni, and two current students. The responsibility of the Board is to review and assess the effectiveness of the clinical education curriculum. The board also assesses the entire program curriculum to determine areas requiring improvement.

The Board will meet annually or on an as needed basis not to exceed more than once per semester. Community clinicians that are part of the board of licensed Physical Therapists with experience working with clinical students.

## Clinical Education Participants

### Director of Clinical Education

The Director of Clinical Education (DCE) has several duties in the Department of Physical Therapy Clinical Education, but the primary roles are the following:

- Manage and coordinate the clinical education program at the academic institution
- Determines the clinical education course grade for all students
- Coordinate student placements at clinical sites
- Communicate with clinical educators about the academic program and student performance
- Maintain information on clinical education sites
- Facilitate development of clinical education sites and clinical educators (CIs/CCCEs)
- Collaborate with faculty to discuss and implement plans for students struggling to meet minimum criteria prior to each clinical education experience



- Perform site visits with students while on rotation
- Coordinate the didactic courses, Professional Development, Clinical Education, and Communication and Professional Development Reflective Practice-II-III, which are directly linked to clinical education experiences

Assistant Director of Clinical Education:

The Assistant Director of Clinical Education (ADCE) reports directly to the Director of Clinical Education. The ADCE has several duties in the Department of Physical Therapy Clinical Education, but the primary roles are the following:

Assist the DCE in:

- Managing and coordinating the clinical education program at the academic institution as instructed by the DCE.
- Determining the clinical education course grade for all students.
- Coordinating student placements at clinical sites under the direction of the DCE.
- Communicating with clinical educators about the academic program and student performance
- Maintaining information on clinical education sites
- Facilitating the development of clinical education sites and clinical educators (CIs/CCCEs)
- Collaborating with faculty to discuss and implement plans for students struggling to meet minimum criteria prior to each clinical education experience
- Performing site visits with students while on rotation
- Coordinating the didactic courses, Professional Development, Clinical Education, and Communication and Professional Development Reflective Practice-II-III, which are directly linked to clinical education experiences

The Administrative Assistant to the Director of Clinical Education:

The Administrative Assistant to the Director of Clinical Education (AADCE) reports directly to the Director of Clinical Education. The AADCE has several duties in the Department of Physical Therapy Clinical Education, but the primary roles are the following:

- Support clinical education faculty in the clinical education assessment process.
- Provide documented records and assessments of all clinical education components (including students, clinical education sites, and clinical educators).
- Assess and facilitate student progression through the Doctor of Physical Therapy Program.
- Provide administrative support to the Director of Clinical Education including scheduling clinical education meetings with students and clinical education instructors, recording and filing meeting minutes per accreditation requirements, tracking MOU expiration, and processing paperwork to establish new clinical agreements, sending communication notifications for clinical education community engagement events and activities.
- Providing clerical support during the student placement process during professional education rotations.

### Center Coordinator of Clinical Education:

The center Coordinator of Clinical Education (CCCE) is the primary point of contact between the academic institution and the clinical site. The CCCE is not required to be a physical therapist. Their responsibilities include, but are not limited to, the following:

- Administers, manages, and coordinates Clinical Instructor assignments and learning activities for students during the clinical education experience
- Supervises Clinical Instructors in the delivery of clinical education experiences
- Communicates with the academic program about student performance/issues
- Provides information about the clinical site to the academic program

### Clinical Instructor:

The Clinical Instructor plays one of the most, if not the single most, vital role in the student's learning experience. The Clinical Instructor is required to be a physical therapist with at least 1 year of clinical experience. Their specific responsibilities include, but are not limited to, the following:

- Directly instructs and supervises students during the clinical experience
- Carries out clinical learning experiences
- Assesses, provides feedback, and documents students' performance as related to practice, academic, and clinical performance expectations
- Communicates with the CCCE and the academic institution/DCE/ADCE as needed

### Clinical Instructor Qualifications and Responsibilities

The Program determines that Clinical Instructors are competent, effective, and licensed physical therapists, with a minimum of one-year full-time post-licensure clinical experience. This is done by talking with the CCCE prior to obtaining the clinical placement. Interviews with the CI at midterm and/or during clinical site visits are also part of the assessment process to determine effectiveness. Dialogue includes questions about the CI's teaching style, their ability to provide student feedback, and strategies used to identify and address any challenges. The school communicates with the CCCE and the CI at various intervals to determine how effective they are as role models and clinical teachers. To assist in this assessment, information in Exxat or alternative platform and written/verbal communication are also examined.

During the contracting process, the Director of Clinical Education partners with the clinical sites to identify Clinical Instructors who are licensed physical therapists with at least one year of full-time post-licensure clinical experience. Clinical Coordinators of Clinical Education (CCCE) and Clinical Instructors (CIs) are reminded of these expectations when they sign the annual attestation form (**Appendix A**) uploaded in the Exxat or alternative platform software. This requirement has also been specified in the program's standard affiliation agreement as of 2/4/2022 (**Appendix B**).

Clinical instructors are also required to complete a Clinical Instructor Information Data survey. The survey is uploaded to the Exxat or alternative platform System and is required to be completed annually prior to clinical site placement to confirm minimum clinical instructor requirements are met prior to student placement. The link to the survey can be found here: <https://forms.office.com/r/APy6GPnk5y>

Clinical Instructors are identified as highly qualified if they have completed the APTA Clinical Instructor Credentialing courses.

Web CPI and Exxat or alternative platform system training are mandatory for first-time CIs. The assignment of a CI is based on the discretion of the CCCE. However, the DCE can request a change based on student feedback or observations during the clinical site visits. Expectations of the CCCE and the CI are outlined in the Clinical Education Handbook.

On an annual basis, using the Exxat or alternative platform System, each CI will acknowledge awareness of expectations including teaching effectiveness and clinical competence.

Clinical Instructors are evaluated by the student at the mid and endpoints of the full-time clinical experience for teaching effectiveness. Clinical teaching ineffectiveness is determined by a CI receiving three or more negative (defined as “disagree” or “strongly disagree”) ratings, by three or more consecutive students, on an endpoint student evaluation using the Physical Therapist Student Assessment of Clinical Experience and Instruction form uploaded in the Exxat or alternative platform System (**Appendix C**).

CIs who are deemed to be ineffective will meet with the CCCE and DCE to develop an action plan. If the next consecutive learner's evaluation indicates no change in performance, the CI or the site will no longer be used for clinical education.

### Clinical Education Site Qualifications

In order to become a clinical site for the program and remain an active participant, the following criteria must be met:

1. The philosophy of the clinical education site and CI is compatible with that of the academic program.
2. Clinical education experiences for students are planned to meet specific objectives of the academic program, the CI, and the individual student.
3. Roles and responsibilities of physical therapy personnel are clearly defined with services being provided in an ethical and legal manner.
4. The clinical education site is committed to the principle of equal opportunity and affirmative action as required by federal legislation.
5. The clinical education site demonstrates administrative support of physical therapy clinical education.
6. The clinical education site has a variety of learning experiences available to students.
7. The clinical education site provides an active and stimulating environment that is appropriate to the learning needs of students.
8. The clinical education site has resources available to students that are considered normal and reasonable.
9. The physical therapy personnel are adequate in number to provide an educational program for students.
10. The CCCE and physical therapy Clinical Instructors are selected based on specific criteria and are active in professional activities.
11. Special expertise of the clinical education site personnel is available to students.
12. The clinical education site has an active and viable process of internal evaluation of its affairs and is receptive to procedures of review and audit approved by appropriate external agencies and consumers.
13. The clinical site has an active and viable process of internal evaluation of its affairs and is receptive to procedures of review and audit approved by appropriate external agencies.

The preceding information is adapted from the APTA “Guidelines and Self- Assessments for Clinical Education, 2004.”

## Rights and Responsibilities: Clinical Instructor

The following are rights and responsibilities afforded to the Clinical Instructor:

1. The Clinical Instructor's primary responsibility is excellence in patient care.
2. The Clinical Instructor is responsible for providing the student with appropriate supervision, coaching, and opportunities to improve performance.
3. The Clinical Instructor is responsible for assessing the student's ability to practice competently, safely, ethically, and legally as appropriate to the student's level of education.
4. The Clinical Instructor is responsible for documenting objective and subjective data regarding student performance and discussing the assessment with the student and DCE/ADCE in a timely manner. The final assessment is to include information regarding a student's level of competency based on the facility's standards. This is done by utilizing the CPI and other forms of assessment.
5. The Clinical Instructor is responsible for assessing the DCE's performance at the end of each clinical education experience using the Clinical Faculty DCE performance assessment survey uploaded through Exxat or alternative platform (Appendix D).
6. The Clinical Instructor has the right to regular consultation with the DCE/ADCE on issues, such as problem resolution and communication development.
7. The Clinical Instructor has the right and responsibility to terminate a clinical experience if there is evidence of patient endangerment or other issues that might jeopardize the care or well-being of patients. Any permanent action of this nature must be carried out in collaboration with the DCE/ADCE and the site CCCE.
8. The Clinical Instructor may be eligible to receive discounts for continuing education courses sponsored by ULM or by clinical education companies that have agreed to provide discounts to ULM faculty including Clinical Instructors.

## Rights and Responsibilities: The Student

The Following are rights and responsibilities afforded to the student:

1. The student should expect a supportive learning environment and it is the right of the student to address this when appropriate.
2. The student is responsible for his/her own learning experience. This includes discussing mutual objectives for the clinical experience with the Clinical Instructor, assessing one's own performance, and demonstrating initiative by seeking out and utilizing opportunities for learning.
3. The students will make a commitment to continuous learning through education and practical engagement with faculty and classmates to consistently progress towards one's professional formation as high functioning experts of movement through the program.
4. Throughout the program, the students will participate in collaborative relationships with clinical community, and educational healthcare partners to gain knowledge, experience, and leadership skills to become competent clinicians within the profession.
5. The students will serve as reflective learners within the profession to improve health and wellness for communities through:
  - a. Engagement and collaboration with faculty clinical and educational research
  - b. Utilization of reflective practice journal to assess self-performance and perception for opportunities to improve
  - c. Collaboration and participation in community health activities Participation in the State's legislative process to improve community advocacy skills
6. The student is responsible for his/her transportation and living expenses incurred during the clinical education experience.

7. The student must notify the facility and the DCE/ADCE immediately whenever absences are unavoidable (e.g., illness, injury, or emergency). Any absence from the facility may require the student to work additional hours at the end of their experience. If a student is out for three or more days, a doctor's note must be provided. The DPT Program and/or the facility have the discretion to request a physician's note for clearance to return to work.
8. The student should be expected to present an in- service, deliver a case study, and or perform a service project at each facility where he or she does have clinical education experience for ten or twelve weeks.
9. The student must have current certification in Basic Life Support for Healthcare Providers (CPR and AED). The American Heart Association (AHA) BLS level C provider is preferred.
10. The student must provide evidence of current immunizations and health insurance coverage. Additional requirements may be mandated by specific facilities.
11. The student must maintain copies of all records submitted to any member of the Clinical Education Team.
12. The student must upload all required documents to Exxat or alternative platform prior to the stated deadline.
13. The student must comply with all requirements outlined on the syllabus from University of Louisiana at Monroe for the respective clinical experience.
14. The student is responsible for assessing the DCE performance through the Exxat or alternative platform System at the end of each clinical experience using the Student Assessment of DCE performance Survey (Appendix E).

### Student Contact Information

A current list of students' names, addresses, and phone numbers will be maintained on Exxat or alternative platform during all clinical education experiences. Students are required to maintain a permanent address and at least one emergency contact throughout each of the clinical education experiences and corresponding program breaks.

### School Contact Information

In case of illness, injury, or any urgent issue, call 911. After arriving to a safer state notify the University of Louisiana at Monroe DPT during work hours: 7:30am to 5:00pm. Administrator Asst. Office: 318-342-5892. If calling and the individual does not answer, make sure to leave a detailed voicemail.

### Student Recruitment and Admissions

#### Admissions

The admission process and information are summarized on the webpage with links for DPT applicants and can be found at <https://www.ulm.edu/dpt/program/>. Applicants are notified of the policies, procedures, and practices related to recruitment, admission, and applicant rights by accessing the Graduate Catalog, <http://catalog.ulm.edu/index.php>. Information about the minimum technical standards, background checks, tuition and fees, medical and immunization requirements, and instructional requirements can be found on the ULM website, ulm.edu.

The admission process includes the participation of ULM DPT faculty, ULM faculty, and community members as applicable. Any person participating in the process is required to complete a non-disclosure agreement to protect the integrity and security of information and the applicants. The DPT program complies with federal, state, and local laws regarding record retention and disposition. Record management oversight is a function of the Special Collections and Archives unit. All policies, procedures,

practices, and forms are in agreement with the recordkeeping standards outlined by the Secretary of State.

The ULM DPT does not accept transfer credits from other institutions unless a specific contingency agreement is officially established. Therefore, an applicant wishing to transfer from another physical therapist educational program must apply through the typical process.

Criteria - Applications are submitted through the Physical Therapist Centralized Application Service (PTCAS). Applicants are considered based on specific lived experiences, attributes, and academic metrics that align with the program's mission. Questions about experiences and attributes are answered by the applicant in verbal and written formats through PTCAS and Kira Talent applications.

Applicants must have a bachelor's degree from an accredited college or university prior to starting the program. Admission is not restricted to certain majors. Applicants must complete all prerequisites with a C or higher and an overall prerequisite GPA of a 3.0. Applicants are also required to have a minimum undergraduate cumulative GPA of a 3.0 OR the last 60 credit hours, which can include undergraduate and graduate courses GPA of a 3.0.

There are no restrictions on the prerequisite courses in progress at the time of application. Applicants with pending prerequisites are required to disclose their completion plan of action during the application process via PTCAS application. The admissions committee will review the applicant's plan for completion, and this will be factored into the selection process. Repeated courses are allowed, and the highest grade is included in the GPA calculation.

Required prerequisite courses are:

Science and mathematics:

- Chemistry with laboratory for science majors (8 credit hours)
- Biology with laboratory for science majors (8 credit hours)
- Physics with laboratory for science majors (8 credit hours)
- Advanced biology sophomore level or higher (3 credit hours)
- Human anatomy and physiology with laboratory as separate or combined courses (8 credit hours)
- Mathematics college algebra or higher (6 credit hours)
- Statistics (3 credit hours)

Non-Science:

- English composition (6 credit hours)
- Advanced English composition or technical writing (3 credit hours)
- Psychology (6 credit hours)
- Public speaking (3 credit hours)

Anatomy and Physiology courses must be completed within the last five years. All sciences courses require laboratory components and courses included in the science major's plan of study. Advanced placement and dual credit courses are accepted if they were accepted by the degree-granting institution. Applicants are required to have two letters of recommendation, one from a physical therapist and one from a community member. Applicants must complete 30 hours of paid or volunteer observation hours. Observation hours must be completed at time of application submission.

Screening - The admissions process is conducted by the DPT Admission Committee. The program has an equivalency file to confirm the completion of prerequisite courses. The Admissions Chair communicates with the applicant about missing or ambiguous content. Each applicant file is screened by two reviewers. Reviewers are required to identify any conflicts of interests prior to file review. Experiences and attributes are rated based on a known disparity in the physical therapy workforce and alignment with the program's

mission, reported by the applicant, or not reported by the applicant. GPAs are scored based on the level of performance. The program invites 120 applicants to participate in on-campus or virtual group interviews.

Selection - Applicants participate in the process in groups of three to four. The group interviews include a question-and-answer segment and a group activity using a four-on-three interview style (four applicants to three interviewers), and a debriefing segment. Reviewers will submit all scores to the Admissions Chair who will work with the program director and ranked faculty to determine the rankings. The top 408 applicants will be offered a position in the cohort.

Applicants will be notified of their acceptance status via email. Selected applicants will have two weeks to submit their acceptance deposit of \$250.00 to accept the position. When an applicant declines, the next highest ranked applicant on the waitlist will be offered acceptance and must abide by the same acceptance deposit process. The Program Director is responsible for ensuring that the DPT program limits its enrollment to 10% or less of the anticipated class size of 48 students.

### Clinical Education Experiences Curriculum

The ULM DPT clinical education program comprises four part-time Integrated Clinical Experiences (ICE) titled Integrated Clinical Experience I, II, III, and IV and four full time clinical education experiences titled Professional Education I, II, III, and IV. Of the four professional education experiences, students are required to complete at minimum one In-patient, one Outpatient, and one Rural clinical experience in order of availability. The ULM DPT program also offers an optional Professional Education Experience to occur in the final half of the Spring Semester of the Third year in the PHYT 6870 Independent Study elective course. This may be used as a make-up session or an opportunity to gain additional experience in an area of interest. If a student chooses to enroll in this course and would like to use that time for additional clinical exposure, the DCE will need at minimum a 6-month notice. The optional time in the clinic is not a required clinical course, therefore placement is not granted and is assigned on a first come first serve basis.

The following clinical settings are of interest to the ULM DPT program: Acute Care/Inpatient Hospital Facility/Acute Rehabilitation, Home Health, SNF/Nursing Home/Sub-acute Rehabilitation, Outpatient Hospital, Occupational Health Facility, Outpatient Private Practice, Rehabilitation/Sub-acute Rehabilitation, and Pediatric.

The clinical education experience timeline is as follows:

- Integrated Clinical Experience I occurs in the **Fall** of the **First year**:
  - Coordinates with Functional Anatomy I Course - Musculoskeletal System
  - Clinical Experience Focus: Musculoskeletal
  - Students are required to complete a reflective practice assignment to reflect on lab assignments and clinical experiences.
  
- Integrated Clinical Experience II occurs in the **Spring** of the **First year**:
  - Coordinates with Functional Anatomy II Course - Neurological System
  - Clinical Experience Focus: Neurological
  - Students are required to complete a reflective practice assignment to reflect lab assignments and clinical experiences.
  
- Integrated Clinical Experience III occurs in the **Summer** of the **First year**:
  - Coordinates with Clinical and applied Exercise Physiology II and Therapeutic and Innovative Modalities courses
  - Clinical Experience Focus: Exercise Prescription and Therapeutic Modalities
  - Students are required to complete a reflective practice assignment to reflect on lab assignments and clinical experiences.

- Professional Education I occurs in the **Fall** of the **Second year**: (Inpatient, Outpatient, or Rural setting)
  - 10-week full-time clinical education experience
  - Students will work under the supervision of a licensed physical therapist (CI).
  - Students are expected to work with patients across a wide spectrum of pathologies, injuries, and functional deficits to integrate and apply knowledge obtained through didactic coursework and laboratory practice into the clinical environment.
  - Students are required to submit goals and a reflective essay as well as present an in-service or training on a topic agreed upon by both the CI and the student.
  
- Integrated Clinical Experience IV occurs in the **Summer** of the **Second year**:
  - Coordinates with Functional Anatomy III Course - Cardiopulmonary Systems
  - Clinical Experience Focus: Cardiopulmonary
  - Students are required to complete a reflective practice assignment to reflect lab assignments and clinical experience.
  
- Professional Education II occurs in the **Summer** of the **Second year**: (Inpatient Outpatient, or Rural setting)
  - 6-week full-time clinical education experience
  - Students will work under the supervision of a licensed physical therapist (CI).
  - Students are expected to work with patients across a wide spectrum of pathologies, injuries, and functional deficits to integrate and apply knowledge obtained through didactic coursework and laboratory practice into the clinical environment.
  - Students are required to submit goals and a reflective essay.
  
- Professional Education III occurs in the **Fall** of the **Third year**: (Inpatient, Outpatient, or Rural setting)
  - 10-week full-time clinical education experience
  - Students will work under the supervision of a licensed physical therapist (CI).
  - Students are expected to work with patients across a wide spectrum of pathologies, injuries, and functional deficits to integrate and apply knowledge obtained through didactic coursework and laboratory practice into the clinical environment.
  - Students are required to submit goals and a reflective essay as well as present an in-service or training on a topic agreed upon by both the CI and the student.
  
- Professional Education IV occurs in the **Spring** of the **Third year**: (Inpatient, Outpatient, or Rural setting)
  - 10-week full-time clinical education experience
  - Students will work under the supervision of a licensed physical therapist (CI).
  - Students are expected to work with patients across a wide spectrum of pathologies, injuries, and functional deficits to integrate and apply knowledge obtained through didactic coursework and laboratory practice into the clinical environment.
  - Students are required to submit goals and a reflective essay as well as present an in-service or training on a topic agreed upon by both the CI and the student.
  
- Optional Professional Education Experience occurs in the **final half** of the Spring of the **Third year**:
  - Student must locate and secure clinical site, if a new contracted site, student must follow the new contract process with DCE assistance.
  - Setting of choice unless a specific setting make-up session is needed.
  - 6-week full-time clinical education experience



- Students will work under the supervision of a licensed physical therapist (CI).
- Students are expected to work with patients across a wide spectrum of pathologies, injuries, and functional deficits to integrate and apply knowledge obtained through didactic coursework and laboratory practice into the clinical environment.
- Students are required to submit goals and a reflective essay.
- Students are required to complete a weekly planning form. Form and instructions are found in **Appendix F**.
- The End of Week 1 Questionnaire is to be completed by students by the end of the first week of each clinical experience. The completed form is to be uploaded to Exxat or alternative platform and emailed to the DCE. See **Appendix G**.

## I. Clinical Education Course Policies

### Compliance

Prior to each CE experience, the clinical sites will receive an attestation letter stating each student is compliant in all immunizations, PPD testing, CPR certification, OSHA and HIPAA training. A background check and drug screen are conducted upon admission of the program. If the clinical site has additional requirements not noted in the affiliation agreement, please communicate them to the DCE and the process/forms used to meet the institution's requirements. All Clinical Sites must adhere to HIPAA guidelines and not share student health records.

### Clinical Dress Code

#### Professional Dress Code

The appearance of all students must conform to the highest standards of cleanliness, safety, and good taste. The dress code for the classroom, guest speakers, clinical environment, and professional meetings is varied. Practiced daily, appropriate dress should become second nature. Failure to adhere to stated policies for dress code will be considered a violation of professional and University standards and can result in an academic integrity and/or professional behaviors violation. Students will be dismissed from class if attire is inappropriate, and an unexcused absence recorded. If you have any questions, see the course instructor. Students requiring medical or cultural allowances for certain policies must have the approval of the program director.

### Clinic Setting

In a clinical setting you represent University of Louisiana Monroe, the Doctor of Physical Therapy program, the physical therapy profession and yourself. Students are to dress appropriately for the clinical setting and must conform to the dress code of the Doctor of Physical Therapy program or that of the assigned clinic to convey an image of professionalism. Failure to comply with dress codes or instructions will result in removal from the clinical experience until proper attire is obtained. All students are expected to present a neat, clean and well-groomed, professional appearance consistent with the traditional dignity of the healthcare professions. At clinical sites students will:

- Dress appropriately for their role as a student DPT
- Wear only authorized insignia and professional pins
- Avoid excessive cologne or perfume
- Limit jewelry to appropriate style and amount
- Use cosmetics in a conservative manner
- Groom hair, as well as beards, mustaches and sideburns, in a neat, clean and conservative style; tie hair back and off face

- Groom nails so as to not be visible over the tips of fingers; if applied, neutral polish only
- Shirts **MUST** be of a length that can be tucked into and remain in the pants.
- The shirt must remain tucked when reaching as high as possible overhead and bending down to touch one's toes
- Clean, closed-toes shoe with socks/stockings are acceptable
- Wear an appropriate lab jacket if required
- Always wear a name tag identifying him/herself as a Physical Therapy student
- Items listed below are unacceptable at all times in clinical facilities:
  - T-shirts (unless provided by the clinical site), shirts without collars, tank tops, sleeveless tops, low cut shirts, grunge look, pajamas, bib overalls, short skirts or dresses
  - Jeans (denim)
  - Open-toed shoes, flip flops and beach sandals
  - Jewelry, visible body piercing (exception pierced ears, max 2/ear) or body art that is inflammatory, derogatory or provocative
  - Insignia/slogans which are crude, vulgar, profane, obscene, libelous, slanderous, or sexually suggestive
  - Display of smoking, alcohol and/or tobacco products
  - Under garments which are visible beneath uniforms, scrubs, or other clothing
  - Bare midsection, gluteal fold, cleavage, or lower sternum
  - Unnatural hair coloring (i.e., blue, purple, green, etc.)
  - Dark glasses, sunglasses, hats, caps, visors, and other head coverings shall not be worn indoors
  - Leggings and/or jeggings

### Clinical Attendance

Professional education experiences provide the student the opportunity to apply theory in the practice of physical therapy. It is vital that the students take every opportunity to practice. Clinical practice is an essential part of physical therapy education, in both the quality of time and the number of hours. A clinical failure may result due to lack of attendance or excessive tardiness. ***Students must report their absences to the clinical instructor and the DCE.***

- A. Students are expected to attend every day of the professional education experience.
- B. Students are allowed one day of absence for each full-time clinical. These days are to be used only for illness, emergency or death in the family. Additional days missed for illness or other approved reasons must be made up during the current professional education experience.
- C. Students observe the holidays of the facility and not of the school, unless otherwise notified.
- D. Students may not request time off during clinicals for job interviews, vacation, or to work on other projects or presentations.
- E. Students must notify the DCE of any absence or schedule changes during the clinical.
- F. The student who is absent or tardy >1 time from a clinical will submit a statement in writing regarding the absence and include a plan for demonstration of achievement of the outcome during the remainder of the clinical. This plan must meet faculty approval.
- G. Students may request time off from Professional Education experience for extenuating circumstances (e.g., attendant in a wedding). Completion of the Unexcused Clinical Absence Request Form is required prior to leaving campus for the clinical experience. The form may be accessed [here](#). The form must be submitted electronically along with an email notification sent to the DCE upon completion of the form. The request will be reviewed by the clinical education team and communicated to students via email and/or phone call indicating if the time-off was approved. If the time-off is approved, the student must notify the CI via email AND phone call or in-person to discuss the request. If the CI approves, they must send a letter of approval to the

DCE (cc the student) and include student name, professional education course level, and approved dates of absence. The time missed for the absence must be made up through patient care hours, not just additional daily hours that do not include patient care. Whenever possible, it should be scheduled in full- or half-day increments such as weekend coverage.

- H. A full time clinical is considered to be at least 35 hours of scheduled patient care per week. The student clinical hours are established by the clinical site. If a student is scheduled for >35 hours in their week, the hours above 35 are not considered optional and/or cannot be taken (or “comped”) for personal time.

Students are expected to follow the schedule of their Clinical Instructor including weekends and/or holidays. Any clinical absence may jeopardize a student's ability to successfully meet clinical objectives as well as inconvenience the clinical site. If a student will be absent from the clinic during any portion of a clinical experience, for any reason, they must first discuss the absence with the DCE, receive pre-approval, and discuss arrangements to make up missed days prior to asking permission from their clinical instructor. In the case of emergencies or illness, both the clinical site/CI and ULM clinical advisor must be contacted immediately. Clinical and academic faculty reserve the right to require students to make up any missed clinical times. Students required to make up a clinical absence(s) are required to do so based on clinical faculty availability and convenience.

If a student would like to attend an American Physical Therapy Association sponsored meeting (e.g., Annual Meeting or Combined Sections Meeting), a State Chapter meeting, National Student Conclave, or any other type of conference or continuing education event, they must first receive permission from the DCE and must then seek permission of the clinical facility’s Site Coordinator of Clinical Education (CCCE) and Clinical Instructor(s) before making travel arrangements. Students should always be prepared to make up for any missed clinical days. Students must also be aware that some clinical facilities may not approve days off for these types of events and plan accordingly.

Clinic Incident Report: Students are required to report immediately any errors of omission or commission (incidents) involving a patient to the Clinical Instructor and Clinical Advisor. A patient de-identified ULM DPT (<https://forms.office.com/r/avhDNEJ4z1>) incident report must be filled out and an email notification must be sent to the clinical instructor and DCE within 24 hours.

Medicare A and Medicare B Guidelines for student supervision: For a PT facility to bill Medicare for physical therapy treatments there are strict guidelines regarding supervision of student physical therapists. Please refer to the APTA website for the most up to date and specific material regarding Medicare reimbursement of student physical therapy services. Please contact DCE with any questions.

Student Injury: Any student injury should be reported immediately to the CI, CCCE and clinical advisor and addressed according to the ULM Workers Compensation policy. Students are required to complete the Employer’s First Report of Injury and submit it to the ULM Human Resource Department within 24 hours of the incident.

Physical Abuse: Students should discuss any suspected physical abuse of children or elders of patients/clients to their CI. If abuse is suspected physical therapists are required to report it under most state laws including Louisiana.

### Requirements to Satisfy Breadth and Depth of Clinical Education Experiences

During the four integrated clinical experiences (ICE) and the four full-time clinical experiences, all students will be required to show breadth and depth of clinical education via a variety of clinical sites. Students will be required to meet all the following prior to graduation. The final decision on determining if the student has met all requirements lies with the DCE and ADCE.

- 120 laboratory hours of integrated clinical experience (ICE)
- 36 Weeks of Clinical Education
  - A minimum of 6 weeks in an outpatient facility
  - A minimum of 6 weeks working with patients in an inpatient setting
  - A minimum of 6 weeks in a rural/underserved area or with a vulnerable population. The program uses the most recent U.S Census definition of rural and the Center for Medicare and Medicaid definition of vulnerable and underserved.
- Work as an interprofessional team as assessed by the CPI
- Work as part of the PT/PTA team as assessed by the CPI

If the student has met all these requirements prior to the terminal clinical education experience, they will have a greater opportunity to select a clinical facility of their choice, regardless of setting. In this situation, the DCE and ADCE will give the first option to students who still have requirements to be finished. For example, Student A has already completed an inpatient experience, but has the desire to do a terminal experience in a skilled nursing facility. Student B has not yet had any inpatient experience by the terminal rotation. The DCE and ADCE will prioritize placement of Student B at a skilled nursing facility. However, if another skilled nursing facility site is available and/or all other students have met their inpatient requirement, Student A may be placed in the desired facility.

In rare situations where there are not sufficient inpatient/skilled nursing facilities the DCE and ADCE will ensure students have a rotation working with individuals across the lifespan and/or in settings that cover the breadth of current physical therapy practice such as but not limited to oncology, lymphedema, ergonomic, neurologic, and/or cardiac rehab settings.

### Clinical Site Selection Process

The DCE and ADCE use the uniform mailing dates recommended by the Clinical Education Special Interest Group of the Education Section in the APTA. Each March 1st, ULM will request clinical sites for the following calendar year. The specific sites that are available will vary from year to year. See **Appendix H** for the Clinical Placement Request form.

The DCE have the final say on the site placement.

The process of selecting sites for clinical education experiences involves multiple parties. The ULM DPT Clinical Education team encourages students to be an integral part of the process, provide feedback, and be actively involved. Students will be informed of the available clinical sites through Exxat, email, or alternative platform software. They will then provide a list of 10 preferred clinical sites.

When determining the final placement list, the DCE and ADCE first take into consideration that all students in each cohort have requirements that must be met prior to graduation. It may be impossible to accommodate the top choices for all students. Students will enter a lottery to determine the order in which they will make their site selection.

Students are allowed to recommend a clinical site to be entered into a contractual agreement with the ULM DPT program. All requests must be sent to the Administrative Assistant to the Director of Clinical Education via the [dptclinical@ulm.edu](mailto:dptclinical@ulm.edu) email 6 months prior to the lottery pick. Students are not allowed to contact a clinical site directly to initiate the contractual agreement process. Students must note that requesting a clinical site does not guarantee placement at that site.

Students are not allowed to complete a professional (clinical) education rotation at a site that they have previously worked at or that they have a personal relationship with.

For all out of state clinical site placement, a State Authorization must be obtained by the university, through the Provost's Office, prior to placement consideration. Students are responsible for all travel arrangements and housing during professional education (clinical) experiences.

### Contacting Clinical Placement

Placement letters with student information will be uploaded to Exxat or alternative platform and sent to clinical education sites (CCCE/CI) via email through the Exxat or alternative platform system portal in the form of a link no less than 3 months prior to scheduled clinical education experience start date. Clinical instructors may access student information files, CI orientation training, and other available resources through Exxat or alternative platform using the link.

Students are expected to contact CIs via phone call and or email to introduce themselves, discuss attire, hours of operation, and any additional pertinent information that will help the first day of their clinical experience go smoothly. This student CI contact is expected to be initiated no less than 6 weeks prior to placement start date. If a student is unable to contact their assigned CI, they are to notify the DCE after two weeks of failed attempts.

### Clinical Education Assignment Appeal

Changes in assignment for clinical education experiences may be requested in writing by the student only for the following reasons:

- a. At any point, the student deems the clinical education experience has legal, ethical, or safety concerns. The DCE will confirm and act accordingly.
- b. The student is being used to substitute for regular physical therapy or administrative staff that is beyond clinical education learning expectations. The DCE will confirm and act accordingly.

Should such an appeal be made, the following process will apply:

- a. The student makes verbal contact, which is immediately followed by the submission of a written request, with the DCE to request a change in clinical education assignment based on one of the criteria listed above.
- b. The DCE will investigate the conditions of the clinical facility relative to the criteria cited by the student and will notify the student of the results of the investigation within 48 hours of receipt of the request.
- c. The student will be reassigned for that clinical education experience if one of the criteria is confirmed. Immediate start of reassignment is not guaranteed.

### Canceled Clinical Placement

There may be times when a confirmed clinical site has to cancel their placement. When a cancellation happens for any reason, the DCE must be notified immediately. The DCE or ADCE will meet with the student to discuss the available options, which may be limited. The student must understand this and show flexibility. Every effort will be made to keep the student in the same setting and at the same time, but this is not guaranteed. As soon as the new placement is confirmed, the student will be notified in writing. There is the potential this could delay graduation, but every effort will be made to prevent this.

### Traveling for a Clinical Education Experience

All students have the potential to be placed in a facility that is considered "out of the area", which means the site is greater than 90 miles from the program campus. Students should expect that at a minimum, one clinical education experience will require the student to travel. In these scenarios, the student will be

notified as early as possible in order to plan accordingly. Students are responsible for all fees associated with clinical site travel and housing.

Note: The University is not responsible for the student's safety during travel to and from the clinical affiliation.

### New Site Requests

Students who wish to participate in a clinical experience at a clinical facility that is not currently affiliated with ULM must send a formal request via email to [dptclinical@ulm.edu](mailto:dptclinical@ulm.edu) and include, New Site Request, in the subject line. The email must include the name of the clinic, address, and contact information. The DCE and clinical education team must approve all requests for new sites before action is taken to pursue a clinical agreement with a new site.

All requests for new sites should be submitted to [dptclinical@ulm.edu](mailto:dptclinical@ulm.edu) at least 6 months prior to the estimated lottery date of the requested experience. Receipt of a new site request does not guarantee that the DCE and the Clinical Education Team will agree to pursue the clinical site. Decisions regarding the establishment of new sites will be handled on an individual basis based on the type of clinical experience, needs of the student, needs of the physical therapy program, and potential for accommodating students in the future. The following guidelines should be considered by students requesting sites, as they are the criteria used by the Clinical Education Team in determining whether to pursue a clinical agreement with a new site:

1. The clinical site philosophy for patient care and clinical education is compatible with those of the ULM, School of Physical Therapy program.
2. Clinical site ownership must abide by legal boundaries and APTA policies. For example, a physician cannot own the clinical site.
3. The Clinical Faculty provides an active, stimulating environment appropriate for the learning needs of students and is open to current research and discussion of the best evidence available.
4. Roles of physical therapy personnel within the clinic are clearly defined and distinguished from one another according to state and federal laws and regulatory agencies.
5. Physical therapy staff are adequate in number to provide an educational program for students.
6. Physical therapy Clinical Instructors have a minimum of one year of clinical experience and demonstrate a willingness to work with students.
7. The clinical site encourages Site Coordinator of Clinical Education (SCCE) and Clinical Instructor (CI) training and development. It is preferred that the CI has attended the APTA credentialing course.

Students must note that requesting a clinical site does not guarantee placement at that site. The site will be added to the current available sites and subject to the lottery pick system.

### **Procedure for Establishing New Sites**

1. The CCCE, Clinical Instructor, DPT faculty, students in the program, or clinical facilities may request that an affiliation agreement be initiated between the ULM DPT program and a clinical facility.
2. Contact is made between the AADCE and the Department of Physical Therapy at the prospective facility to request the facility information to be entered into the affiliation agreement.
3. The following information is made available to the sites:
  - Clinical Education Handbook
    - Clinical Education Philosophy
    - Clinical Instructor rights and privileges
  - Clinical Course Syllabi upon request

- Course Descriptions and Sequence
4. If it is mutually agreed to utilize the facility as an experience site, a contract shall be established and signed by both parties. The contract process is managed by the DCE. The ULM DPT Program Universal contract template will be used unless the clinical site requires it differently. Once all required signatures are obtained, the contract will be considered fully executed. Each party shall maintain a signed copy of the document(s).
  5. A student shall not be assigned to a facility unless there is an appropriately executed contract in place.

### Evaluation of Clinical Sites

Clinical sites are evaluated by several different methods:

1. The initial assessment process evaluates whether the facility can supply the specific needs of the clinical education program. This is achieved by the initial site visit conducted by the clinical education team and/or core faculty.
2. Students are required to complete the student evaluation of facility and instructor at the end of each clinical rotation. The DCE reviews and analyzes the information and reports to the Department of Physical Therapy faculty and accrediting body.
3. Communication and ongoing assessment of the facility and processes surrounding student placements occur throughout the year and during student clinical rotations.
4. The DCE, ADCE, or faculty may make a periodic visit to the clinical site.

## **II. University of Louisiana at Monroe DPT Clinical Education Policies and Procedures**

The Family Educational Rights and Privacy Act (FERPA) affords eligible students certain rights with respect to their education records. (An "eligible student" under FERPA is a student who is 18 years of age or older or who attends a postsecondary institution.) FERPA rights begin at ULM when a student is accepted to the University and pays their first enrollment deposit (if applicable). These rights include:

### Right and Privacy Act/Confidentiality of Students Records

**The right to inspect and review the student's education records within 45 days of the day ULM receives a request for access.** Students should submit to the registrar, dean, head of the academic department, or other appropriate official, a written request that identifies the record(s) they wish to inspect. The University official will arrange for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

**The right to request the amendment of the student's education records that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.** A student who wishes to ask the school to amend a record should write the school official responsible for the record, clearly identify the part of the record the student wants changed and specify why it should be changed. If the school decides not to amend the record as requested, the school will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.



**The right to provide written consent before the University discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.** The school discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by ULM in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person serving on the board of trustees; or a student serving on an official committee, such as a disciplinary or grievance committee. A school official also may include a volunteer or contractor outside of University who performs an institutional service of function for which the school would otherwise use its own employees and who is under direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, collection agent or a student volunteering to assist another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an educational record in order to fulfill his or her professional responsibilities to ULM. Upon request, the school also discloses education records without consent to officials of another school in which the student seeks or intends to enroll.

**The right to file a complaint with the U.S. Department of Education concerning alleged failures by ULM to comply with the requirements of FERPA.**

The name and address of the Office that administers FERPA is Family Policy Compliance Office U.S. Department of Education 400 Maryland Avenue, SW Washington, DC 20202-4605.

**Please refer to the University of Louisiana at Monroe Catalog for further information on the rights and privacy act and confidentiality.**

Reasonable Accommodations for Disabilities

In accordance with university policy, a student who has a documented physical or learning disability and requires accommodations to obtain equal access in this program should decide for the Counseling Center to notify their instructor of their needs at the beginning of the course. The University of Louisiana at Monroe Department of Physical Therapy Education will provide reasonable accommodation but is not required to make modifications that would substantially alter the nature or requirements of the program. Students may contact the Counseling Center at (318) 342-5220 for an appointment.

Emergency Procedures

Sexual Harassment or Gender-Based Discrimination

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds, including federal loans and grants.

Furthermore, Title IX prohibits sex discrimination to include sexual misconduct, sexual violence, sexual harassment and retaliation. If you encounter sexual harassment or gender-based discrimination, please contact the Title IX Coordinator at 3183421004; you may also file a complaint online, 24 hours a day, at: [www.ulm.edu/titleix](http://www.ulm.edu/titleix).

ULM DPT Non-Discrimination Policy

In accordance with all applicable federal, state, and local laws, ULM is committed to ensuring a campus community free from unlawful discrimination. Accordingly, ULM prohibits unlawful discrimination on the basis of race, color, national origin ancestry, citizenship, ethnicity, creed, religion or religious creed, sex or gender (including gender identity), marital status, sexual orientation, disability (both physical and



mental) including HIV and AIDS, medical condition (cancer and genetic characteristics), pregnancy (which includes childbirth, breastfeeding and medical conditions related to pregnancy, childbirth or breastfeeding), age, genetic information, military and veteran status, or any other characteristic protected under applicable law, in the administration of its programs or activities. ULM also prohibits unlawful harassment, including Sexual Harassment. Lastly, ULM is committed to providing equal access to and equal opportunities to all members of its campus community in accordance with all applicable laws. This non-discrimination policy applies to applicants, students, and alumni. Additional nondiscrimination information can be found in the Nondiscrimination, Anti-Harassment, and Anti-Retaliation Policy, located in the University Catalog.

### The ULM Non- Discrimination Policy

The University of Louisiana at Monroe recognizes that members of the University community represent different groups according to sex, race, color, creed, national origin, and physical or mental disability.

The University further recognizes that, in a pluralistic society such as ours, these differences must be recognized and respected by all who intend to be a part of the University community.

It is not the intent of the University to dictate feelings or to mandate how individuals should personally interact with others. It is, however, the intent of the University that awareness of individual and group rights according to sex, race, color, creed, national origin, and physical or mental disability be regarded as important to the education of its students. Our ability to work in a pluralistic society demands no less.

It is with this in mind that the University does not permit any actions, including verbal or written statements, that discriminate against an individual or group on the basis of sex, race, color, creed, national origin, or physical or mental disability. Any action is a violation of the Student Code of Conduct.

Complaints of discrimination should be made orally and in writing to the appropriate University Administrator. ULM does not discriminate, or tolerate discrimination, against any member of its community on the basis of sex (including pregnancy, sexual orientation, or gender identity) in matters of admissions, employment, or in any aspect of the educational programs or activities it offers. As a recipient of federal financial assistance for education activities, ULM is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex. Furthermore, Title IX prohibits sex discrimination to include sexual misconduct, sexual violence, sexual harassment, and retaliation.

Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX. Furthermore, ULM's Sexual Misconduct and Power Based Violence Policy prohibits all types of sexual misconduct, including sexual exploitation and power-based violence. This policy also prohibits retaliation against any person opposing sex discrimination, sexual misconduct and power-based violence or participating in any sex discrimination, sexual misconduct and power-based violence investigation or complaint process internally or externally.

### Student Complaint:

The University of Louisiana Monroe affirms the right of students to bring forth complaints and is committed to resolving these matters in a fair, equitable and timely manner, so as to protect the rights of both the individual and the community. This Complaint Policy applies to student complaints that are not addressed by the Academic Appeals Procedure, Americans with Disabilities Act, Honor Code, Student Conduct Code, Sexual Harassment Policy, student records policies, or any other existing formal procedure under which a complaint may fall.

### Informal Complaints:

Before making written complaints, students are encouraged to seek resolutions by discussing them informally with the relevant faculty or staff member who is most associated with the matter. A faculty or staff member with whom a concern is raised by a student is expected to deal with the matter in an open and professional manner and to take reasonable and prompt action to try to resolve it informally. A student who is uncertain about how to seek informal resolution of a concern is encouraged to seek advice from the Office of Student Services located in the Student Center 239.

#### Formal Complaints:

Where it has not been possible to resolve a concern informally, a student may make a formal complaint. A student who wishes to make a formal complaint must submit it in writing on the prescribed incident form located on the Student Affairs website at: <https://publicdocs.maxient.com/incidentreport.php?UnivofLouisianaMonroe>. The written complaint must be submitted within thirty (30) calendar days after the occurrence of the action or matter.

The Dean or Director who receives a complaint must acknowledge it in writing within three (3) working days to the complainant. He or she must also report the complaint to the relevant college or department and must maintain a file of all documentation in relation to the consideration of the complaint. The Dean or Director must ensure that any staff member named in the complaint receives a copy as soon as practicable. The Dean or Director must consider the complaint in accordance with the principles of fair play and must ensure that all parties to the complaint are accorded the full benefit of those principles. The process may include meetings with relevant staff and/or the complainant. The parties may, if they wish, be accompanied by a peer support person at the meeting. The Department Head's or Dean's decision/resolution must be submitted in writing to the complainant within ten (10) working days.

If the complaint is in regard to a Program Director or a Program Directors's office, it should be directed to the President's Office to be addressed by the President's designee and/or a committee appointed by the President. The decision or course of action taken by the President's designee and/or the appointed committee is final.

Once all institutional processes have been exhausted and the issue is not resolved, students may file a formal complaint with the Louisiana Board of Regents.

Louisiana Board of Regents

Academic Affairs

P.O. Box 3677

Baton Rouge, LA 70821-3677

#### Due Process:

In the event that concerns are expressed about the competency and effectiveness of a tenured faculty member, the President of the University will appoint an ad-hoc committee of at least three tenured faculty

members who will hear charges brought against a faculty member for termination of contract, discharge, or demotion in academic rank. The principles of due process will be applied in such matters:

- The administrator bringing charges against the faculty member must notify that individual and the chair of the committee of those charges in writing at least five days prior to the hearing before the committee. Information about the policies alleged to have been violated will be included in the document.
- The faculty member being charged will be provided access to all evidence that will be used to determine if the allegations are correct. Similarly, the administrator bringing charges against the faculty member will be provided access to all evidence used in the faculty member's defense. In both cases, this access must occur prior to the hearing and give sufficient time for preparation.
- The hearing before the ad-hoc committee is not a court of law but will be conducted in a professional manner and include a record of proceedings.
- All materials used during the hearing will be provided to each committee member prior to its meeting time.
- Each side will be provided the opportunity to present information supporting its claims and refuting those of the other side. Witnesses may be called to testify for this purpose. An opportunity to cross-exam each witness will be provided. Likewise, committee members will be provided an opportunity to question witnesses.
- Committee members will consider all information provided to them during the hearing and will determine if they believe that substantial and credible evidence supports the charges.
- The committee's findings and recommendations along with all presented material and the record of the hearing will be forwarded to the President of the University who will make a final determination for the institution.
- Except in cases where termination occurs pursuant to financial exigency or program discontinuance, the faculty member who has exhausted due process procedures at the institutional level may petition the Board within 30 days when the institution is in session for a review and no official action will be taken by the institution until a final determination is made by the Board.

### Complaints that Fall outside of Due Process

The public or any other stakeholder of the Doctor of Physical Therapy (DPT) Program has the right to file a complaint and receive due process. According to Commission on Accreditation in Physical Therapy Education (CAPTE) standards, this is referred to as a "complaint which falls outside the realm of due process." The DPT Program and the College of Health Sciences encourage any individual who is unhappy with their experience or encounter with any student, faculty, or staff member of the DPT Program to file a written complaint. The school takes all program-related complaints seriously and will act upon any complaint in an expedient manner. Once a complaint has been made, the Program Director will gather information and address the complaint. Any complaint and documentation associated with the resolution of "complaints which fall outside the realm of due process" will be kept on file in the DPT Program's Program Director's files for a period of 5 years. The formal policy and procedures are outlined in the DPT Program Faculty and Staff Handbook. Complaints by students, faculty, or staff as part of the normal operation of the DPT Program will follow individual and respective policies and procedures outlined in the Student or Faculty Handbook and according to Human Resources policies.

"Complaints which Fall Outside the Realm of Due Process" should be addressed to:

Program Director  
College of Health Sciences, Physical Therapy Program  
University of Louisiana Monroe  
700 University Avenue, Walker Hall 164  
Monroe, LA 71209

**Procedures for handling a “Complaint which Falls Outside the Realm of Due Process”:**

1. When possible, the DPT Program Chair will discuss the complaint directly with the party or parties involved within 14 business days. If at all possible, the matter will be reconciled at this point. If needed, the DPT Program Chair will meet with all parties separately and may schedule a joint appointment with the two parties in order to attempt to resolve the issue. A letter from the DPT Program Chair acknowledging the resolution of the complaint will be filed and a copy sent to the complainant.
  2. If dissatisfied with the action or decision made by the DPT Program Program Director, or if the complaint is against the DPT Program Program Director, the involved party may submit a written complaint or appeal to the Dean of the College of Health Sciences. A letter outlining the resolution by the Dean shall be filed with the complaint in the DPT Program Chair’s office for a period of 5 years.
- Dean, College of Health Sciences  
University of Louisiana Monroe  
700 University Avenue, Hanna Hall 241  
Monroe, LA 71209
3. If the complainant believes that additional review is necessary, then the last line of complaint is with the Vice-President of Academic Affairs
  4. Outside of the institution, a complaint can also be filed with the physical therapy accrediting body: Commission on Accreditation in Physical Therapy Education, American Physical Therapy Association, 1111 N. Fairfax Street, Alexandria VA. 22314.

**Health Insurance**

Evidence of current health insurance coverage with policy name, number, and effective date to include the duration of the program is required.

**Required Health Immunizations and Procedures Prior to Patient Interaction**

Students accepted into the Doctor of Physical Therapy Program must fulfill the immunization requirements as listed below. Upon acceptance to the program students should complete a Proof of Immunization Compliance Form from the Admissions Office or on-line [here](#). Completed forms may be faxed to (318) 342-1915 or mailed to the Admissions Office.

It is the student’s responsibility to contact the ULM Student Health Center prior to the beginning of the fall semester of the DPT program to provide documentation and/or make arrangements for compliance with immunization requirements. The student should maintain contact with the Student Health Center throughout the DPT program to complete the requirements and to update information as needed. Students will not be allowed to begin Professional Education I in the fall

semester of the second year of the program unless all immunization requirements are up-to-date and on record with the Director of Clinical Education (DCE). Students are to keep a copy of the immunization records and provide them to the assigned Professional Education I-IV upon request. Some sites may require that the information come directly from the school, in which case, the DCE will provide the site the information with the student's consent.

- **2 Measles, Mumps, Rubella (MMR) Vaccinations.** - All students must provide documentation of immunity against Measles, Mumps and Rubella (MMR), providing the month and year of immunization.
- **Tetanus/Diphtheria (TD) Vaccination** – All students must provide documentation of a current TD (within the past 10 years)
- **2 Varivax-** All students must provide documentation of 2 Varivax immunizations (at least 4 weeks apart) or documentation of history of the disease by healthcare provider.
- **Hepatitis B Series-** All students must provide documentation of receiving the three (3) vaccination series or sign a formal declination. A Hepatitis B surface antibody titer must be obtained one (1) month after series is completed.
- **Varicella titer-** Titer must be drawn as evidence of immunity to the disease if documentation of 2 Varicella vaccinations or documentation of disease history is not provided.
- **Rubella titer-** Titer must be drawn as evidence of immunity to the disease if documentation of 2 MMR vaccinations is not provided.
- **Influenza vaccine**
- **Meningococcal vaccine**
- **Tuberculosis testing (TB)** – Students should be tested annually for tuberculosis. State of Louisiana Sanitary Code instructions are:
  - Two-step testing shall be done for anyone without a PPD Mantoux administered within the past twelve (12) months, and a follow-up PPD Mantoux will be administered for anyone with a negative test in the past twelve (12) months.
  - Two-step testing involves the student having a PPD administered and read within 48 – 72 hours of administration; if it is negative, the student is to wait one to three (1-3) weeks and have a second PPD administered and read. Any student who has ever had a positive PPD is required to meet the State of Louisiana Sanitary Code requirements for health care providers with latent tuberculosis infection. Proof of compliance with therapy is mandatory. See the Student Health Services nurse for details if you have ever had a positive PPD Mantoux or been treated for tuberculosis.

### General Clinical Education Policies and Procedures

All ULM DPT students are responsible for and are held accountable for all of the following policies and procedures. It is the right of the clinical facility to have their own policies and procedures that go above and beyond the following. The student is responsible for knowing these and adhering to the more stringent policy.

Students are required to show a base level of knowledge and safety prior to clinical experiences. The core faculty has the right to restrict students based on any core competencies that have not been met which

would potentially lead to safety and welfare issues for the patient. Students are required to adhere to the specific course syllabus for each clinical education experience and meet all required standards.

### Requiring Documents to Participate in a Clinical Education Experience

The following documents are required to be uploaded by the student to Exxat or alternative platform by the dates stated in the specific course syllabus:

- Evidence of current health insurance coverage with policy name, number, and effective date to include the duration of the clinical experience.
- Evidence of current (dates inclusive of entire clinical duration) CPR certification, which must include adult, infant, and obstructed airway. The American Heart Association (AHA) BLS level C provider is preferred.
- Have a satisfactory physical examination and proof of required immunizations within six months of registration at ULM. The Admin Assistant will verify when these documents are complete.
- Others may be required by specific clinical facilities. Students are to be aware that if they fail to meet the requirements of the clinical site, they may risk not being able to complete their required clinical education experience and therefore delay graduation from the ULM DPT program.

### Background Checks & Drug Screen

ULM DPT Program follows the College of Health Science student background check and drug screen testing policy which can be found at the following link:

<https://webservices.ulm.edu/policies/download-policy/791>

Upon request of the clinical facility, the DCE/ADCE may provide verification of a criminal background check noting the date performed and the outcome. Should the facility require more specific information, they are directed to contact the background check company. This is necessary to maintain compliance with the Fair Credit Reporting Act and there is no fee to the facility for this service. In keeping with FERPA, academic standing is never released to the clinical facility by the program. All incoming students will be required to order a background check prior to matriculation into the DPT program.

If a student chooses and/or is assigned to a facility that requires a background check, an electronic link is provided to the student via email providing access to their record. It is the student's responsibility to provide the facility with the information as requested. The clinical facility will ultimately determine if the student meets the requirements of that facility. If the student refuses to provide the background check results, they will not be eligible to attend that facility. Certain convictions may prevent students from entering hospital facilities, which may hinder a student's ability to successfully complete his or her academic program. If a criminal conviction or other relevant sanction is shown on the background check, hospital facilities have discretion as to whether the individual may enter the clinical facility as a physical therapy student. Certain convictions may also prevent students from obtaining licensure in the State of Louisiana or other states. Applicants and current students are advised to check with the appropriate State(s) licensing boards to determine whether their backgrounds may be a barrier to future licensing.

Please note, students are responsible for covering all costs associated with background checks.

In addition:

- Some clinical facilities may also require drug testing and/or fingerprinting prior to beginning a clinical experience. Once clinical assignments are made, students will need to confirm with the facility if this is a requirement and, if so, what specific tests are needed. Students will be responsible for fees associated with required background checks and/or drug testing.
- A clinical facility may request an additional background check. If the student declines this request, they will not be placed at this facility and may impact their placement.

### Required Clinical Supplies

1. APTA “Hands on Kit” or equivalent (i.e., goniometer, stethoscope, gait belt, reflex hammer, tape measure, timepiece with second-hand).
2. ULM College of Health Sciences DPT program name badge with student’s first and last name and title of “Physical Therapist Student.” Name and title must be at least 18-point font.
3. Access to ULM College of Health Sciences DPT Program required performance evaluation (i.e., Clinical Performance Instrument (CPI) –electronic version, Student Performance Evaluations) or equivalent assessment tool.
4. Access to ULM College of Health Sciences DPT Program Clinical Education Placement Software System (Exxat or alternative platform).

### Malpractice Insurance Coverage

The University provides professional liability (malpractice) insurance for students while they are participating in an approved clinical education experience. The claims' made policy has a limit of \$5 million per occurrence. Upon request, evidence of insurance sheets is furnished to each clinical facility for proof of current malpractice insurance.

### Prior Employment/Volunteer Experience

Students may not return to the same physical therapy department within a clinical education site where they completed volunteer experience or were once employed (e.g., as an aide/tech or PTA).

### Multiple Clinical Experiences at the Same Facility

A student may only have multiple clinical experiences within the same company/entity under rare circumstances. In this situation, the student must have experience in a different setting with a different Clinical Instructor. For example, a student who had outpatient experience at St. Francis Medical Center can have a second experience at St. Francis Medical Center in the acute care setting.

### Safety

Students are required to practice in a safe manner at all times. Any student who is found to be out of compliance will be removed from their clinical site immediately. If a student is removed for a safety reason, they will fail the course and require remediation. This may delay graduation.

### Confidentiality and Patient Privacy

A HIPAA Policy will be signed by the student annually and securely stored in the DPT office.

## Confidentiality of Medical Records and Health History Information

All data gathered by students and/or faculty about patients and their illnesses, including all items within patients' medical histories are privileged information. Students must abide by current HIPAA laws without exception.

1. Students should not discuss patients' records in a manner or a situation that would reveal any information about these patients or their records to persons not involved in their health care.
2. Charts or contents, e.g., lab reports, etc., are not to be removed from the hospital or clinical setting.

## Potential Health Risks

Upon acceptance to the program, students are made aware of the immunization requirements. Within the department, information of potential health risks that may be encountered during the DPT education program and in clinical practice are threaded throughout the curriculum. Health risks related to clinical education will be reviewed within Professional Development and Clinical Education courses. Discussion with clinical sites will take place regarding affiliation agreements and clinical education policies such as accident coverage and other related topics.

## Conflict of Interest

Students may not request nor accept an assignment to clinical sites at which potential or real conflict of interest exists. Conflict of interest may include, but is not limited to, the following: prior employment of the student at the site, an immediate family member employed at the site, extended family member is a recognized benefactor of the site, or an extended family member or close family associate is in an administrative position at the site or in the corporate structure of the site.

## Clinical Site Solicitation

Students may not independently or personally solicit a clinical education site for a possible commitment or placement. The Clinical Education Team is the primary liaison between the student and the clinical site.

Students, family, or friends may not contact clinical sites to discuss or arrange clinical learning experiences. These arrangements are only to be made by the DCE/ADCE or program faculty members. Students may suggest sites to the DCE/ADCE during the site preference process, but securing a contract is at the discretion of the DCE/ADCE. Students who violate this policy will not receive assignment at the solicited site, will be subject to disciplinary behavior review by the DCE/ADCE, and will be assigned all remaining clinical facilities without the option for feedback.

## Clinical Site Interviews

Some clinical facilities may require students to interview prior to placement. By agreeing to an interview, the student automatically agrees to assignment at the facility if approved by the facility/CI. The DCE/ADCE will make every effort to document which clinical facilities require an interview in Exxat or alternative platform.

## HIPAA and CMIA

Students are provided Health Insurance Portability and Accountability ACT (HIPAA) and Confidentiality of Medical Information Act (CMIA) training throughout the DPT curriculum. Students are educated on this material, tested on knowledge, and understand that patients have the right to refuse treatment when



services are rendered by a student. Additionally, prior to students participating in a clinical experience, they are required to sign a Clinical Experience Code of Conduct and Confidentiality and Privacy of Patient Information agreement. This agreement reiterated the minimum expectations related to professionalism/student conduct and patient privacy during a clinical experience.

Federal regulations under the Health Insurance Portability and Accountability Act (HIPAA) include provisions designed to protect the privacy of patient information. These regulations are commonly known as the Privacy and Security Rules. The compliance date for the Privacy Rule occurred on April 14, 2003. The Security Rules were finalized in February 2003.

Hospitals and other healthcare providers must be in full compliance by February 2005.

Confidential patient information means information that identifies the patient, relates to the patient's diagnosis or condition, the patient's care, treatment, or other services provided to the patient, or the patient's billing and payment information. Examples of confidential information include the following:

- Name, address, phone number, fax number, e-mail address
- Occupation, age or date of birth, place of birth, date/time of death
- Social security number, driver's license number, license plate number, professional license number
- Medical record number, account number, health plan number
- Photographs, fingerprints, voiceprints
- A description of distinguishing physical characteristics, including height, weight, gender, race, hair and eye color, presence, or absence of facial hair (beard or mustache), scars, and tattoos
- Diagnosis and HCPCS codes, narrative diagnosis, signs and symptoms, description of procedure
- History & physical, discharge summary, physician orders/prescriptions, clinical notes
- Test results, imaging results (e.g., X-Ray, MRI, PET Scan, CT)
- Web Universal Resource Locator (URL), Internet Protocol (IP) address number
- Any other unique identifying number, characteristic, or code

The HIPAA Privacy and Security rules affect all healthcare providers. There are a few simple rules that can help ensure that we protect our patients' right to privacy.

- You should only access or use patient information if you have a need to know this information to do your job, and you should only disclose this information to your coworkers or classmates if they have a need to know this information to do their jobs.
- You may share patient information with other healthcare providers inside and outside the patient's healthcare system who are also involved in the care of the patient unless the patient has objected to these disclosures.
- If you are caring for a patient, you may communicate with the patient's family and friends who are involved in caring for the patient about the patient's condition or treatment, unless the patient has objected to these disclosures.
- You cannot disclose patient information to your family, friends, neighbors or acquaintances. You should always take care to secure the patient information that has been entrusted to you.

For example:

- Not sharing your computer passwords or security codes.
- Logging out or password protecting your computer screen when you leave your workstation.
- Locking paper records in a file cabinet or desk drawer when you leave your work area.
- Disposing of confidential waste in accordance with your facility's waste disposal policy or shredding the documents if you have access to a shredder.

## Enforcement of HIPAA

Persons violating patient confidentiality practices may be subject to civil and criminal liability under applicable law

## Student Information Release to Clinical Site

Consent for release of necessary personal information and immunization records will be obtained via Exxat or alternative platform for the sole purpose of facilitating student placement.

## Conduct

Students are to put all electronic devices, other than tablets and computers being used for learning, in airplane mode, including Apple watches, when in class/labs, practical exams, and clinic, even when participating remotely. Failure to adhere to stated policies for conduct will be considered a violation of professional and University standards and can result in an academic integrity and/or professional behaviors violation.

All communications (verbal, email, discussion boards, etc) between students, and to faculty and staff are expected to be crafted and delivered in a professional and respectful manner.

The online environment is designed to help you expand your professional knowledge not only through the online coursework, but also through rich discussion in community with your virtual classmates and instructors. The discussion boards help you to share your insights and perspectives with others, and to learn from the posts from others. To optimize the learning environment and allow for a welcoming online culture, each online learner should keep these online communication guidelines, or “netiquette” guidelines, in mind.

- Treat others as we would want to be treated. Be kind to others. In the online world, never say online what you would not say directly to someone else in person.
- Treat instructors and classmates with respect, be open minded, and respond to faculty in a timely manner (within 48 hours is generally accepted).
- Use clear and concise language. Read assignment posts and emails out loud to yourself before submitting to ensure clarity.
- Always check for proper spelling and grammar, including the use of complete sentences before posting work on discussion boards, and in email communications to faculty, staff, and classmates. Avoid using all capitals because it can be interpreted as yelling. Remember these are not text messages and are considered to be professional communications.
- Be very careful with the use of humor, especially sarcasm. The message can be interpreted literally or even offensively.
- Follow HIPAA guidelines for all posts and email communication.

## Social Media

Intellectual exchange, open dialogue, and honest communication are important values at the University of Louisiana at Monroe. Adherence to these values is critical in our approach to the utilization of social media.

We are entering into a new culture of branding for our university, and it is vital all of our communication efforts adhere to and support that brand. Social media is an important communication venue for institutions of higher education because universities target a wide variety of demographics.

The University of Louisiana at Monroe (ULM) recognizes that social networking websites and applications, including but not limited to Facebook, Instagram, Twitter, LinkedIn, and blogs, are an important and timely means of communication. Students should have no expectation of privacy on social networking sites. The following actions are strictly forbidden:

- You may not present the personal health information of other individuals (clients/patients/classmates). Removal of an individual's name does not constitute proper de-identification of protected health information. Inclusion of data such as age, gender, race, diagnosis, date of evaluation, or type of treatment or the use of photographs (such as client/patient activities) may still allow the reader to recognize the identity of a specific individual.
- You may not report private (protected) academic information of another student. Such information might include, but is not limited to course grades, performance evaluations, examination scores, or adverse academic actions.
- In posting information on social networking sites, you may not present yourself as an official representative or spokesperson of the ULM OT Program.
- You may not represent yourself as another person, real or fictitious, or otherwise attempt to obscure your identity as a means to circumvent the prohibitions listed above and below.

In addition to the absolute prohibitions listed above, the actions listed below are strongly discouraged. Violations of these suggested guidelines may be considered unprofessional behavior and may be the basis for disciplinary action.

- Display of vulgar language.
- Display of language or photographs that imply disrespect for any individual or group because of age, race, gender, ethnicity or sexual orientation.
- Presentation of personal photographs or photographs of others that may reasonably be interpreted as condoning irresponsible use of alcohol, substance abuse or sexual promiscuity.
- Presentation of personal engagement in illegal activities including use of recreational drugs.
- Posting of potentially inflammatory or unflattering material on another individual's website, e.g., on the "wall" of that individual's Facebook site.

Individuals also should make every effort to present themselves in a mature, responsible, and professional manner. Discourse should always be civil and respectful.

### Facility Regulatory Compliance

There is an expectation that by agreeing to a placement, the student also agrees with the clinical education facility rules and regulations. They must comply with additional requirements including, but not limited to, background checks and drug testing. Failure to comply with these regulations will not only remove the student from consideration for that placement but may substantially limit the availability of future clinical education experience options.

### Patients' Rights to Refuse Treatment by a Student

At all times, the student must identify themselves as a physical therapy student both verbally and by wearing their University-approved name badge. The student must respect the wishes and rights of a patient to refuse treatment.

### Informed Consent

Informed consent is a process of reciprocal information sharing between clinicians, student clinicians, and patients. Physical therapy interventions, including assessments and treatments, requires a patient, or a legal representative of a patient, to grant informed consent. Informed consent includes clinicians providing information in lay terminology or terminology that offers the patient an opportunity to clearly

understand the request. The information presented must include intervention rationale, risks, benefits, and alternatives. The patient must be allowed opportunities to ask questions prior to consenting to any intervention.

Clinicians are required to accurately identify themselves and their licensure status prior to requesting consent. This includes student physical therapists clearly identifying themselves as students.

Informed consent may be revoked by the patient at any time.

### Student use of Name Badge in Clinical Facilities

Students will be provided an ULM name badge with their first name, last name, and title (Physical Therapist Student) printed in at least 18-point font. The clinical site may require the student wear an additional name badge. The name badge(s) must be worn above the waist and visible at all times while in the clinic.

### Clinical Education Work Hours During Experience

The student is expected to work an average of 35-40 hours per week for the duration of their clinical experience. This could include evenings or weekends. The student will need to make appropriate arrangements to work the schedule the clinical site requires.

### Rights and Privileges for Clinical Instructors

There is no financial compensation for Clinical Instructor duties, however we make sure to provide the following privileges to all Clinical Instructors:

1. Significantly discounted or sometimes free continuing education courses hosted or co-hosted by the ULM DPT Program.
2. Specific to various state licensing boards, there may be potential CEU Credits towards licensure renewal. Please verify with your state. It is the responsibility of the CI to file appropriately. The school will provide any records needed for documentation of clinical education.

## **III. Academic Policies and Procedures**

### Institution Policies and Procedures

University of Louisiana at Monroe Policies and procedures can be found here:

<https://webservices.ulm.edu/policies/>

### Academic Integrity

Faculty and students must observe the ULM published policy on Academic Dishonesty.

### Student Services

The University of Louisiana at Monroe strives to serve students with special needs through compliance with Sections 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. These laws mandate that postsecondary institutions provide equal access to programs and services for students with disabilities without creating changes to the essential elements of the curriculum. While students with special needs are expected to meet our institution's academic standards, they are given the opportunity to fulfill learner outcomes in alternative ways. Examples of accommodations may include, but are not

limited to, testing accommodations (oral testing, extended time for exams), interpreters, relocation of inaccessible classrooms, permission to audiotape lectures, note-taking assistance, and course substitutions.

Information about ULM student services can be found via these links:

- Student Success Center [www.ulm.edu/studentsuccess](http://www.ulm.edu/studentsuccess)
- Counseling Center [www.ulm.edu/counselingcenter/](http://www.ulm.edu/counselingcenter/)
- Special Needs at [www.ulm.edu/studentaffairs/](http://www.ulm.edu/studentaffairs/)
- Library [www.ulm.edu/library/reference.html](http://www.ulm.edu/library/reference.html)
- Computing Center Help Desk [www.ulm.edu/computingcenter/helpdesk](http://www.ulm.edu/computingcenter/helpdesk)

Current college's policies on serving students with disabilities can be obtained on the ULM website: [www.ulm.edu/counselingcenter/](http://www.ulm.edu/counselingcenter/)

- If you need accommodation because of a known or suspected disability, you should contact the Director for Disabled Student Services at:
- Voice phone: 318-342-5220
- Fax: 318-342-5228
- Walk-In: ULM Counseling Center, 1140 University Avenue (this building and room are handicapped accessible).

### Mental Wellness on the ULM Campus

If you are having any emotional, behavioral, or social problems and would like to talk with a caring, concerned professional, please call one of the following numbers:

- The ULM Counseling Center: 318-342-5220
- The Marriage and Family Therapy Clinic: 318- 342-9797
- The Community Counseling Center: 318-342-1263

Remember that all services are offered free to students, and all are strictly confidential.

**If you have special needs, you should contact the Director of Clinical Education within the first two days of class.**

### Clinical Education Evaluation and Grading

Supervising clinical faculty are asked to assess the student's level of attainment of competencies related to selected parameters within the domains of knowledge, skills and attitudes, and to evaluate the student's overall performance during clinical education experiences. Clinical evaluation documents, such as program-specific documents and the APTA Clinical Performance Instrument, are utilized for all four full-time rotations. Other assessment methods are used in each experience as needed.

**Students are responsible for submitting the evaluations to the Clinical Instructor and securing the evaluations from the Clinical Instructors on each clinical education experience.** Though Clinical Instructors are encouraged to discuss the student's performance and progress throughout the clinical education experience, the student needs to also initiate performance discussions. It is expected that the

student will discuss their performance with the Clinical Instructor at a minimum during the midterm evaluation and final evaluation.

The CPI is an objective tool for the Clinical Instructor to evaluate a student's clinical and professional skills. The Clinical Instructors will not assign a grade for the clinical education experience as it is the sole responsibility of the academic faculty to determine course grades. Since the clinical evaluation is an essential part of the overall assessment of the student's performance in a given clinical education experience, course grades will not be computed without it. Students who fail to complete clinical evaluations prior to the end of the respective clinical education experiences will be given a grade of Incomplete "I" for that clinical education course.

### Course Evaluation Policy

Being a professional includes a commitment to lifelong learning. Learning requires critical review and assessment. The DPT program expects students, professionals in training, to complete the online course evaluation. We value your feedback on the faculty and curriculum. Your feedback is included in the quality assessment process.

### CPI Progression Through Clinical Education

Students are expected to have reached "Entry-Level Performance" on the CPI for all 18 performance criteria prior to the culmination of their terminal clinical education experience in year three, semester 9. In order for students to move through the clinical education curriculum, there is an expected progression of the CPI performance criteria that shows students are making satisfactory progress towards entry-level. As stated in the clinical education experience syllabi, the final grade of each course is determined by the DCE/ADCE which includes but is not limited to meeting certain CPI criteria for each experience.

By the end of the ten weeks in PHYT 6150 Professional Education I students are required to have 100% of the CPI criteria at or above "Advanced Beginner Performance" and receive 14 out of 18 CPI criteria at or above "Intermediate Performance". Students are also required to have no "significant concerns" on criteria 1, 2, 3, 4, and 7.

By the end of the six weeks in PHYT 6250 Professional Education II, students are required to have 100% of the CPI criteria at or above "Intermediate Performance" and receive 14 out of 18 CPI criteria at or above "Advanced Intermediate Performance". Students are also required to have no "significant concerns" on criteria 1, 2, 3, 4, and 7.

By the end of the ten weeks in PHYT 6350 Professional Education III, students are required to have 100% of the CPI criteria at or above "Entry Level Performance". Students are also required to have no "significant concerns" on criteria 1, 2, 3, 4, and 7.

By the end of the ten weeks in PHYT 6550 Professional Education IV, students are required to have 100% of the CPI criteria at or above "Entry Level Performance". Students are also required to have no "significant concerns" on criteria 1, 2, 3, 4, and 7.

The DCE and ADCE are responsible for determining the student grade for the course. Multiple factors are taken into consideration and are outlined in the corresponding syllabus.

### Grading System Policy:

Students are required to pass comprehensive written midterm and final examinations with a C (70%) or better. A single, comprehensive written exam covering the material from the failed exam will be administered within a week after the first attempt. If the student fails the second

attempt, they will be referred to the Academic Success Committee. If the final course grade is collectively 70% or greater but includes a grade of less than 70% on the midterm, final, or practical exam, the material from the failed exam(s) must be remediated to pass the course.

Individual assignments (which include written examinations, tests, and quizzes) shall constitute a minimum of 50% of the evaluative activities in a single course as outlined in the course syllabus. Exceptions may be made with Program Director approval. Questions regarding concepts pertaining to the exam should be directed towards the appropriate instructor.

### Attendance Policy

The Graduate School attendance policy is located at:

[http://catalog.ulm.edu/content.php?catoid=35&navoid=4141#Attendance\\_Policy](http://catalog.ulm.edu/content.php?catoid=35&navoid=4141#Attendance_Policy). The ULM DPT Program recognizes four types of absences: officially excused absences, instructor excused absences, approved absences, and unexcused absences.

- Officially excused absences are defined as absences for reasons beyond the student's responsibility or control. Those absences typically will be communicated to the instructor by Academic Affairs, the Program Director, or a university representative.
- Instructor excuses are defined as absences that the instructor identifies as excusable. Those absences are based on instructor discretion. Disagreements between the instructor and the student regarding the determination can be brought to the Program Director by either party.
- Approved absences are defined as absences for university or program sponsored events. Those absences require pre-approval by the Program Director or university representative. The student is responsible for notifying the instructor no later than 1 week prior to the absence.
- Unexcused absences are defined as absences that are not approved or excused.

Any student who misses or anticipates missing a lecture or laboratory session will need to inquire about make-up work. If it is an unexcused absence, the instructor is not obligated to accept make-up work.

### Mental Wellness on the ULM Campus

If you are having any emotional, behavioral, or social problems and would like to talk with a caring, concerned professional, please call one of the following numbers:

ULM Counseling Center; 1140 University Avenue; 318-342-5220

Marriage & Family Therapy and Counseling Clinic, Strauss Hall 112; 318-342-5678

Remember that all services are offered free to students, and all are strictly confidential

### Make-Policy

If an absence was excused or approved, the student will have up to one week from the original deadline or return to class date, based on the instructor or Program Director's discretion, and no later than the last day of instruction.

### Late Work Policy

For every calendar day that an assignment is late, 5% of the score will be deducted unless it is an excused or approved absence.

## Standards of Academic Progress

Federal regulations require all schools participating in Title IV federal financial aid programs to have a Satisfactory Academic Progress (SAP) policy that meets the minimum federal requirements. This policy defines Satisfactory Academic Progress, the process by which financial aid is revoked for failure to make Satisfactory Academic Progress, and the process by which students may appeal Satisfactory Academic Progress decisions. This policy applies to all federal, state, and institutional aid, and applies to all students, regardless of status as a financial aid recipient.

The purpose of these standards is to ensure financial aid recipients are progressing toward their degree in an adequate and timely manner. These standards govern financial aid and do not have any bearing on academic standing, as the Academic Progress Status is a separate policy. A student's Satisfactory Academic Progress status does not affect the ability to enroll in classes, but it can affect their ability to receive aid to cover expenses. All financial aid recipients will be evaluated for Satisfactory Academic Progress at the conclusion of each term, including summer.

### **Satisfactory Academic Progress is measured by three standards:**

- **Minimum GPA (Qualitative Standard):**

All undergraduate students must maintain a 2.0 term and cumulative GPA, and graduate students must maintain a **3.0 term and cumulative GPA**.

- **Pace/Completion Rate (Quantitative Standard):**

All students must successfully complete a minimum of 67% of all hours attempted. Completion rate is determined by dividing the total number of hours earned by the total number of credit hours attempted. Example: 9 earned hours ÷ 13 attempted hours = 69% completion rates (meets minimum standard of 67%)

- **Maximum Time Frame (Quantitative Standard):**

Students are eligible for financial aid for a maximum of 150% of the required length of a program. The maximum time is determined based on the number of credits required for the student's degree and major. The 150% threshold for ULM degrees is as follows:

- Associate's Degree 90 hours
- OTA Degree 111 hours
- Bachelor's Degree 180 hours
- Graduate Degree varies
- ULM DPT Degree 95-98 hours (multiply the number of hours for your degree by 150%)

The following information is taken into consideration when determining a student's SAP status:

- A student's entire academic record at all schools attended, regardless of whether financial aid was utilized
- Grades of A, B, C, or D are counted as both attempted and earned hours.
- Remedial courses and grades of F, W, I, NC, and IP are counted as attempted hours, but not earned hours.

**Note: Even if a student is granted "Academic Renewal" by ULM, the SAP Appeals Committee must still consider these hours in the student's completion rate and in the total hours attempted.**

## Technology Requirements/Resources

- Using the eLearning environment.
- Emailing your instructor and attaching files to emails using the Inbox.
- Verifying your browser is the most current version and browser privacy settings are correct. See the next section below.



- Creating files using MS Word, MS Excel, MS PowerPoint and attaching these files to your assignment submissions.
- Managing your files. Create a folder for each course you are taking under My Documents on your computer. Create a folder for each week. Save your files often and with Lastname\_WeekX-assignmentX.docx. It is recommended that you save several versions to revert back to by adding -v1, -v2 etc. to the end of your filename for example Lastname\_Week1-assignment1-v1.docx and Lastname\_Week1-assignment1-final.docx.
- Uploading MS Word, MS PowerPoint, MS Excel, PDFs in completing assignments.
- You may also be asked to use a webcam and upload videos or audio files, use social media to communicate with your peers or collaborate electronically.
- Researching information in the library or using library databases. Make sure to include citations to avoid plagiarism.
- Copying and pasting (Control C for copying and Control V for pasting on a PC, Command C for copying and Command V for pasting on a Mac) into a MS Word document or PowerPoint file.
- Downloading and installing software and applications.

### Consequences of Failure in Clinical Courses

1. A student who is unsuccessful on a clinical experience will receive a grade of “NCR” for that experience.
2. If at any time, a CI or SCCE/CCCE request that the student not continue at the site because of performance or professional issue, the DCE and ADCE will immediately investigate the situation and determine an appropriate course of action based on the clinical education handbook.
3. Students receiving a “NCR” grade for a clinical experience course will be required to repeat the entire clinical experience.
4. Students may not be allowed to restart the clinical experience until the DCE/ADCE has determined if the student must remediate any specific physical therapy competencies, whether through an Independent Study course or the use of a Standardized Patient Experience.
5. Remediation will delay the student’s progress to graduation and extend the program completion date. Additional tuition may be charged for remediation of physical therapy competencies that require enrollment in an Independent Study course and/or the use of a Standardized Patient Experience. Students who must repeat a clinical experience course will be charged full tuition for the repeated course.
6. The location, length and type of clinical experience that will be used to substitute for the remediation clinical experience will be determined by the DCE/ADCE in consultation with the core faculty, faculty mentor-coach and Program Chair. Assignment dates and location will be based on availability of sites.
7. Students that are provided with an opportunity to repeat a failed clinical experience may be required to complete weekly check-in assignments with the DCE for the length of the experience.
8. The student will be referred to the ASC by the faculty with recommendations, and that committee will review the recommendations.

9. Once the committee meets, these findings will be forwarded to the Dean, following the University guidelines outlined in the catalog. Recommendations may include enrollment in the remediation independent study course, starting the didactic portion of the program over, returning the following year to progress with a different cohort, or dismissal from the program.
10. The student will be permitted to continue didactic work with their cohort the semester following the unsuccessful clinical experience.
11. During the next regularly scheduled clinical experience, the student will register for the same clinical experience that was previously failed. Course syllabus and requirements will remain the same. The student will be financially responsible for repeating the course.
12. If successful, the student will continue to progress with their cohort and will continue to take clinical education courses sequentially. The final clinical experience will occur following the completion of didactic work in the summer of the final (3rd) year of the program.
13. If the student receives 2 “NCR” grades in any 2 clinical experiences, the student will be subject to suspension from the DPT program and follow due process procedure outlined in the ULM DPT program student handbook and University Catalog.

#### Student retention:

Each student entering the DPT program at ULM will be assigned a faculty mentor-coach (MC) that will monitor the student’s overall performance. Students will meet with their MC teams at a minimum once a semester and meet one-on-one with the MC as needed to address any performance concerns, including professional and ethical behaviors.

During scheduled faculty and/or Academic Success Committee meetings, student performance will be discussed. If any faculty/committee member reports performance concerns, the MC assigned to that student will request a meeting with the student to discuss their performance and assist the student in developing strategies to maximize their learning experience.

The MC will report the developed academic plan at the subsequent faculty/committee meeting, and any additional strategies to implement to ensure the student’s success will be considered. This process can be found in the Program Student Handbook in the Academic Success Committee section.

#### Student progression:

Academic progress is monitored throughout the program. Any performance concerns will be communicated by the primary faculty member to the Director of Clinical Education for clinical related concerns and the Program Director for academic-related concerns. Written and physical therapy practical examinations have to be mapped to the Physical Therapist Clinical Performance Instrument (CPI) for the Assessment of Clinical Skills items. A performance report is submitted to the Administrative Analyst who is responsible for tracking learner progress across the domains. Any learners performing below the expected performance level for that course will be reported to the faculty mentor-coach Program Director, and the Director of Clinical Education. Specific academic expectations required to progress to full-time clinical experiences include successful passing of all clinical competency skills checks and physical therapy laboratory practicals and exams and successful completion of all coursework leading up to each full-time clinical experience with a minimum 3.0 GPA. This process can be found in the Program Student Handbook.

### Student remediation:

The first level of the remediation process is activated when a student receives a grade of <70% on a didactic exam, Comprehensive Exam, Competency Skills Check, or Practical Exam, fails a safety item on a Competency Skills Check or Physical Therapy Practical Exam (PTPE), or fails to meet the minimum performance expectations on a clinical performance tool.

A student receiving an unsatisfactory grade on a didactic exam will meet with the instructor to discuss those areas of deficit and how to best prepare for the next examination. An unsatisfactory grade on a PTPE will need to be remediated during the testing period of time. The student will be permitted one additional make-up PTPE/Practical Exam to achieve a satisfactory grade.

Regardless of the grade on the remediation exam, the maximum the student can achieve is a grade of B. Students who are unable to successfully remediate will receive a failing grade in the associated course and be placed on academic suspension.

The second level of the remediation process is activated when a student earns a grade of C in a course and is initiated by the Program Director and Course Coordinator. The process for course remediation begins no later than the first week of the ensuing semester following receipt of the course grade of C and is initiated by the Program Director and Course Coordinator.

A Course Remediation Agreement, located in Appendix C of the DPT Student Program Handbook, is developed and outlines the format, content and evaluation methods, along with the timeline for expected completion. Completion of the course remediation must occur before semester end. If remediation is unsuccessful, the student may be permitted one additional remediation attempt at the discretion of the Program Director and ASC. If a student is unsuccessful after the second remediation attempt, they will be suspended from the program.

### Academic suspension:

The student on academic suspension may appeal the grade in accordance with the ULM Appeal Process detailed in the ULM DPT Student Program Handbook or apply for readmission to the program the next academic year, as described in the ULM DPT Student Program Handbook. Students placed on academic suspension (including those that were unsuccessful in the grade appeal and/or the remediation processes; and/or PHYT 6870 Independent Study) have the option to re-apply for the next application cycle; must be re-accepted into the program; and also, be in good standing as demonstrated by three (3) positive letters of faculty support. Program admission of all suspended students will be determined on a case-by-case basis and is contingent upon availability of program seats, availability of clinical placement spots, and overall program resources. An amended program of study will be collaboratively developed by the Program Director, Director of Clinical Education, core faculty, and the re-admitted student. Students will only be allowed one opportunity to gain readmission to the program. After a student has been admitted to the program on two occasions, and dismissed twice, the student will no longer be eligible to apply to the ULM DPT program.

If a student fails a Competency Skills Check because of safety-related issues or fails to achieve at least 70%, they are permitted to retake the skills check a second time and must seek additional help (available from the course coordinator) and practice the skills prior to arranging to retake the Competency Skills Check. If a student fails to pass on the second attempt because of safety-related issues or fails to achieve at least 70% for the skills, the student will receive a failing grade in the course and will be placed on academic suspension.

If a student earns <70% or fails a safety item on a Physical Therapy Practical Examination, the student will be required to complete a Practical Development Plan Agreement, located in Appendix B of the ULM DPT Student Program Handbook, in collaboration with the course coordinator prior to a second attempt. The course coordinator and faculty content experts are available to the student for additional guidance and mentoring. The second attempt on a Physical Therapy Practical Exam must be completed by the end of finals week. If a student fails the Physical Therapy Practical Exam on the second attempt because of safety-related issues, or fails to achieve at least 70%, the student will receive a failing grade in the course and will be placed on academic suspension.

Integrated Clinical Experience courses are graded Pass or Not Pass. If a student receives a Not Pass grade, and they fail the remediation attempt, they will be suspended from the program.

### Summary Suspension

Each student is expected to govern their own conduct with concern for other individuals and for the entire University community. Actions that threaten or endanger, in any way, the personal safety, and/or well-being of self or others, or that disrupt or interfere with the orderly operation of the University are cause for immediate disciplinary action prior to the initiation and/or conclusion of an investigation or the student conduct hearing/appeal process. The President, SVP/Provost, or appropriate College Dean has the authority to suspend, summarily, a student when the student admits to guilt or when, in the opinion of the President, SVP/Provost, or appropriate College Dean, such action is appropriate to protect the health or safety of any individual, or to preserve the orderly operation of the University. (See the Catalog for further information.)

### Program Dismissals:

If a student drops below a 3.0 GPA, they will be allowed one semester to return the GPA to a cumulative 3.0. Students unable to restore their GPA may be dismissed from the program. Students cannot receive a grade less than a C in their professional coursework. Students are only allowed to earn a grade of C in up to three (3) courses. Additional policies and information on grading and appeals can be found on the graduate school website. Students that do not meet minimum requirements may be dismissed. Please note that a semester GPA that falls below a 3.0 may cause students to lose their financial aid benefits. Students will then be responsible for covering their tuition without the assistance of federal aid. Knowingly supplying misinformation on any program documents is grounds for disciplinary action, including immediate dismissal from the program.

### University Dismissals:

A student will be subject to dismissal from the program for substandard academic or professional performance as follows:

- Unsatisfactory performance upon attempted remediation via examination.
- Attainment of a semester and/or cumulative GPA less than 3.0 for two (2) or more consecutive didactic semesters.
- Failure to attain a cumulative GPA of 3.0 or higher at the end of the academic year.
- Failure to maintain the Code of Student Conduct set forth in the University Student Handbook and University Graduate Catalog.

The University Graduate Catalog can be accessed on the ulm.edu website or directly at: <http://catalog.ulm.edu/index.php>

The University Student Handbook can be accessed on the ulm.edu website or directly at: [https://www.ulm.edu/studenthandbook/22\\_23\\_ulm-student\\_handbook.pdf](https://www.ulm.edu/studenthandbook/22_23_ulm-student_handbook.pdf)

## Incomplete

A student may be assigned an Incomplete grade (“I”) only when a personal situation arises during a semester that prevents the student from completing the course requirements or clinical experience. A student must remove an Incomplete by fulfilling all course requirements by the end of the following semester. A student may make up any missed Professional Education courses during the final semester of the program by enrolling in the PHYT 6970 Independent Study course pending approval of the DCE.

In the event that the student receives an “I” in a clinical experience, arrangements to fulfill the requirements will be made by the DCE in consultation with the student. Arrangements for the Incomplete and its removal must be approved by the course instructor/DCE prior to the end of the semester in which the original incomplete grade was assigned. An Incomplete that is not removed will become an “NCR” grade and will result in a delay in graduation.

## Grade Appeals Process

Student performance in clinical education courses is monitored by the DCE and the ADCE. Students whose performance in any portion of the curriculum is determined to be unsatisfactory are notified of such substandard performance as soon as it can be determined.

## Appealing a Course Grade

### I. Policy Statement

The University of Louisiana at Monroe (ULM) believes students have the right to receive a grade determined through a fair evaluation of their work using a method that is consistently applied and is not arbitrary. Students further have the right to be informed in writing of the grading methods and standards that will be applied to them. This notification should occur at the beginning of the semester, typically through the course syllabus, and at any time during the course in which the faculty member alters the grading standard/method. ULM further believes that the faculty member assigned to a course has the right to develop this method and standard for determining a grade provided that they are professionally acceptable. ULM presumes that the course instructor’s judgment of assignment grades is authoritative.

### II. Purpose of Policy

The purpose of this Policy is to:

- ensure that students are protected from receiving an unfair grade,
- preserve the academic responsibility and judgment of ULM’s faculty members, and
- ensure that all individuals involved in the matter have an opportunity to present their side of the issue.

It is designed to provide a means for students to seek change when they feel their grade has been determined unfairly and for the professional judgment of faculty members to be protected. Thus,

1. **What may be appealed:** Only the final grade for the course may be appealed. Individual assignment grades are not subject to appeal since they are determined by the professional judgment of the faculty member.
2. **Basis for appeal:** Grade appeals must claim that the student was unfairly evaluated because (a) the course grading standards and/or methods were not followed as specified in the course syllabus, amended as announced by the faculty member, and/or (b) were not applied uniformly when compared to other students in the course. Appeals may not be expanded once they are initiated.

3. **Time frames:** Student appeals must be made to the course instructor within ten working days after the Registrar has posted grades for the course. Any subsequent appeals must be made within five working days from when the parties are notified of the decision. Under normal circumstances, if the party making the appeal fails to meet any deadline for appeal to the next level, the matter will be considered closed. Personnel hearing an appeal should strive to reach a decision within five working days of receiving all information related to the appeal.
4. **Materials to be submitted by the student when appealing beyond the faculty member:** Each grade appeal shall contain the following information:
  - a. **Dated letter of appeal** to include the student's name and identification number; semester in which the course was taught; course subject, number, and record number (CRN); faculty member's name; statement of the basis for appeal (see II.2); explanation to support the claim made in the appeal; and the grade believed deserved with an explanation of how the student determined the requested grade. The letter should be signed by the student.
  - b. **Supporting information** used by the student to corroborate the claim should be attached to the appeal letter and submitted along with it. The course syllabus must be included in this information.
5. **Materials to be submitted by the faculty member:** When an appeal proceeds beyond the faculty member, it shall contain the following information:
  - a. **Dated informational memorandum** to include the faculty member's name; semester in which the course was taught; course subject, number, record number (CRN), and syllabus; student's name and identification number; explanation of how the grade was determined; and any supplemental information that would be helpful in understanding the case. The memorandum should be initiated by the faculty member.
  - b. **Supporting information** used by the faculty member to corroborate the explanation should be attached to the informational memorandum and submitted along with it.
6. **Letter of notification:** The student or faculty member choosing to continue a grade appeal to the next level should write a letter to the administrator hearing that appeal. The letter should be dated, signed by the person making the appeal, and express the desire to continue the appeal.

### III. Applicability

This Policy is applicable to all students enrolled in ULM courses and to all faculty members teaching those courses.

### IV. Definitions

**Fair evaluation:** Assignment of a course grade to a student using a method and standard known by the student and applied uniformly and without bias to all students in the course.

**Grading method:** The procedure by which the final course grade is determined for a student, including but not limited to the individual elements (i.e., assignments, examinations, papers, and other factors) whose value and relative weight are used to calculate a final course grade.

**Grading standard:** The set of expectations applied in determining the final course grade (i.e., grading scale).

**Professionally acceptable:** Adherence to the standards commonly used in higher education.

### V. Policy Procedure

**Step 1.** Within ten working days after the Registrar has posted grades for the course, students considering a grade appeal should discuss their concerns with the course's faculty member and seek to resolve the matter at that level. It is hoped that most issues will be settled in this manner.

**Step 2.** If the issue is not resolved at Step 1 and the basis of the appeal is an unfair evaluation, the student may appeal to the next level by submitting the materials specified in II.4 as follows.

- a. **College of Health Sciences,** Send the information to the Program Director of Physical Therapy. The program director will provide this information to the faculty member and request the information along with any comments that the faculty member wishes to make in response to the student's appeal. The information will be provided to the student and the student will be allowed to respond. Responses may be submitted in writing or provided verbally if the program director chooses to meet with the student and/or the faculty member. After reviewing all information, the program director will notify each party of the decision and appeal options available.
- b. **College of Health Sciences,** Send the information to the faculty member's program director. The program director will provide this information to the faculty member and request the information in II.5 along with any comments that the faculty member wishes to make in response to the student's appeal. The information will be provided to the student and the student will be allowed to respond. Responses may be submitted in writing or provided verbally if the program director chooses to meet with the student and/or the faculty member. After reviewing all information, the program director will notify each party of the decision and appeal options available. If either party chooses to continue the appeal, a notification letter should be sent to the school of Allied Health director. The School of Allied Health director will then request information previously submitted and a summary of the matter from the program director. After reviewing all information, the School of Allied Health director will notify each party of the decision and appeal options available.

**Step 3.** If the issue is not resolved at Step 2 and the basis of the appeal is an unfair evaluation, the student or the faculty member may appeal to the faculty member's college dean for undergraduate and graduate courses by submitting a notification letter. Appeals are not sent to the Director of the Graduate School. The dean will then request all information previously submitted and a summary of the matter from the previous reviewing administrator. The dean will form an ad hoc Faculty Committee for Grade Appeals to review all submitted information and provide advice on a decision. The Committee will consist of three full-time faculty members selected from the college, excluding individuals teaching in the course subject area, and will be chaired by the college's associate dean, a non-voting member of the committee. After discussions are concluded, all submitted information, a summary of the case, and a recommendation will be given to the dean. The dean will review this information, make a final decision on the appeal, and notify each party of the decision. No further appeals will be allowed, and the case will be closed.

Note: If the faculty member of the course is one of the administrators involved in the review process, then the appeal information after Step 1 will be given to that administrator's supervisor. Further appeals will proceed from that point. If the faculty member is a dean, appeals will be made to the Vice President for Academic Affairs.

The policy may be found [here](#).

## Clinical Performance Instrument

### PT CPI Web Instructions for a Student

Your username is your school email address. If you have previously created a password in PT CPI Web, please use that password to login. If you do not have a password or forgot your password, please follow these steps to create your password:



- Go to the CPI Web address <https://cpi2.amsapps.com>
- Click on the link “I forgot or do not have a password.”
- Enter your username in the box provided.
- Click on the Continue button.
- Check your email account inbox for further instructions on how to set/update your password.

PLEASE NOTE: Make sure to close out of any internet browsers containing CPI Web prior to accessing the link in your email as this may result in an error when trying to set/reset your password. The link to change/create your password that is included in this message will expire 24 hours after the message has been created. If you try to access the link after 24 hours, you will receive a notification that the temporary authorization link is invalid. If this should occur, you will need to click on the 'I forgot or do not have a password' link located on the login page for CPI Web to receive a new password reset link.

**Update Information- this needs to be done at least once per year. (If your information is up to date, please go to Editing the CPI.)**

- Click on the ‘My Info’ tab to update your information. You must update the APTA Data Release Statements found in the Data Authorization section.
- When you are finished editing, hit the ‘Update’ button.

**Verify APTA PT Training –This can only be done if you are assigned to a CI on an Open evaluation. (If you have previously done this, please go to Editing the CPI.)**

- Click on the name of your clinical site in the ‘My Evaluations’ section on your home page or click on the
- Edit link found in the Actions column in the Evaluations tab.
- You are prompted to verify if you have completed the APTA PT CPI Training. If you have completed the training, please click the ‘I have completed the APTA PT CPI online training and assessment.’ button.
- If you have not completed the training, please follow the directions on the page to take the APTA PT CPI Training.
- If the email address you took the training with is different from your username, you will be prompted to enter the email address registered with APTA.
- If you are having issues verifying you have completed the training, please contact PT CPI Web Support at [ptcpiwebsupport@liaison-intl.com](mailto:ptcpiwebsupport@liaison-intl.com). Please provide your name, email address used to take the training, and the date you completed the training so that they can handbook verify your training completion.

### **Editing the CPI**

- Once you have verified you have completed the APTA PT CPI Training, you will see all 18 sections of the CPI.
- You can edit one criterion at a time by clicking on the ‘Edit Now’ link on the right.
- You can edit all criteria at the same time by clicking on the ‘Edit All’ column header link.
- Click on ‘View Sample Behaviors’, ‘View Introduction’, and ‘View Instructions’ to view the details of how to fill out the CPI.
- Mouse over any underlined word to view an APTA glossary definition. This is available for the Performance Dimensions and the Anchor Points on the APTA Rating scale.
- Add comments to the comment box and select the rating for the student on the slider scale.
- When you are done editing a section, click on the ‘Section Sign Off’ checkbox and hit the ‘Save’ button. Hitting Save will save the work edited on all criteria. **Be sure to save your work!! If you leave the page without saving, your comments could be lost!!**

### **Signing off on the CPI**



- Once all sections are marked as ‘Completed’, please sign-off on your CPI. In order to sign-off, click on the Evaluations tab and then click on the ‘Sign-off’ link found in the Actions column.
- Once this has been done, scroll to the bottom of the page, select the checkbox associated with the signature, and then click on the ‘Save’ button.
- Once you sign off on your CPI, you are unable to make any further edits! Your CI will be able to view your CPI only if they have also signed off on their own CPI.

### **Viewing your CPI with your CI and Signing- Off on your CI’S CPI**

- Click on the Evaluations tab.
- Click on the ‘View’ link in the Actions column.
- Use the filters to see the comments from both the student and the CI at the same time.
- In the Evaluations tab, you will also see a link to ‘Sign-off’ on your CI’s CPI indicating you have discussed the performance with your CI. Please follow the Sign-off procedures listed in the previous section to complete the sign-off on your CI’s CPI.

### **Additional Features/Tips**

#### **Adding Post Assessment Comments to the CPI:**

- Once you sign-off on the CPI, you cannot go back in to make further edits. After your meeting and review with the CI, if you needed to enter in additional comments about the CPI, you would be able to add post-assessment comments to the CPI by clicking on the ‘View’ link in the Evaluations tab and then adding in the comments in the appropriate box near the bottom of the page.
- Post-assessments can only be made by the CI or student once they have signed-off on their own evaluation as well as signed-off on each other's evaluations.

If you have any questions, comments or run into any issues using PT CPI Web, please contact Support at [atptcpiwebsupport@liaison-intl.com](mailto:atptcpiwebsupport@liaison-intl.com).

### **PT CPI Web Instructions for a CI**

#### **Login to PT CPI Web at <https://cpi2.amsapps.com>**

Your username is your email address provided to the school you are working with. If you have previously created a password in PT CPI Web or PTA CPI Web, please use that password to login. If you do not have a password or forgot your password, please follow these steps to create your password:

- Go to the CPI Web address <https://cpi2.amsapps.com>
- Click on the link “I forgot or do not have a password.”
- Enter your username in the box provided.
- Click on the Continue button.
- Check your email account inbox for further instructions on how to set/update your password.

PLEASE NOTE: Make sure to close out of any internet browsers containing CPI Web prior to accessing the link in your email as this may result in an error when trying to set/reset your password. The link to change/create your password that is included in this message will expire 24 hours after the message has been created. If you try to access the link after 24 hours, you will receive a notification that the temporary authorization link is invalid. If this should occur, you will need to click on the 'I forgot or do not have a password' link located on the login page for CPI Web to receive a new password reset link.

#### **Update Information –This needs to be done at least once per year (If your information is up to date, please go to Editing the CPI)**

- Click on the ‘My Info’ tab to update your information. You must update the APTA Data Release Statements found in the Data Authorization section. Also, please make sure that your credentials and certifications are accurately listed.
- When you are finished editing, hit the ‘Update’ button.

### **Verify APTA PT Training –This can only be done if you are assigned to evaluate a student on an Open evaluation (If you have previously done this, please go to Editing the CPI)**

- Click on your student’s name in the ‘My Evaluations’ section on your home page or click on the Edit link found in the Actions column in the Evaluations tab.
- You are prompted to verify if you have completed the APTA PT CPI Training. If you have completed the training, please click the ‘I have completed the APTA PT CPI online training and assessment.’ button.
- If you have not completed the training, please follow the directions on the page to take the APTA PT CPI Training.
- If the email address you took the training with is different from your username, you will be prompted to enter the email address registered with APTA.
- Additional Clinical Education Resources can be found in **Appendix I**
- If you are having issues verifying you have completed the training, please contact PT CPI Web Support at [ptcpiwebsupport@liaison-intl.com](mailto:ptcpiwebsupport@liaison-intl.com). Please provide your name, email address used to take the training, and the date you completed the training so that they can handbook verify your training completion.

### **Editing the CPI**

- Once you have verified you have completed the APTA PT CPI Training, you will see all 18 sections of the CPI.
- You can edit one criterion at a time by clicking on the ‘Edit Now’ link on the right.
- You can edit all criteria at the same time by clicking on the ‘Edit All’ column header link.
- Click on ‘View Sample Behaviors’, ‘View Introduction’, and ‘View Instructions’ to view the details of how to fill out the CPI.
- Mouse over any underlined word to view an APTA glossary definition. This is available for the Performance Dimensions and the Anchor Points on the APTA Rating scale.
- Add comments to the comment box and select the rating for the student on the slider scale.
- When you are done editing a section, click on the ‘Section Sign Off’ checkbox and hit the ‘Save’ button.
- Hitting Save will save the work edited on all criteria. **Be sure to save your work!! If you leave the page without saving, your comments could be lost!!**

### **Signing off the CPI**

- Once all sections are marked as ‘Completed’, please sign-off on your CPI. In order to sign-off, click on the Evaluations tab and then on the ‘Sign-off’ link found in the Actions column.
- Once this has been done, scroll to the bottom of the page, select the checkbox associated with the signature, and then click on the ‘Save’ button.
- Once you sign off on your CPI, you are unable to make any further edits! Your student will be able to view your CPI only if they have also signed off on their own CPI.

### **Viewing your CPI with your Student and Signing-Off on your student’s CPI**

- Click on the Evaluations tab.
- Click on the ‘View’ link in the Actions column.
- Use the filters to see the comments from both the student and the CI at the same time.
- In the Evaluations tab, you will also see a link to ‘Sign-off’ on your student’s CPI indicating you have discussed the performance with your student.
- Please follow the Sign-off procedures listed in the previous section to complete the sign-off on your student’s CPI.

### **Additional Features/Tips**

#### **Creating a Critical Incident Report using CPI Web (only to be used as needed)**

- To create a Critical Incident Report, click the link that says '[Critical Incident]'.
- Record the details of the incident clearly and concisely without reflecting any biases into the Behavior, Antecedent, Consequence, and Comments text boxes.
- Once you are finished recording the incident, click on the 'Submit Critical Incident' button.
- When a Critical Incident report is properly submitted, the following text will appear on the screen in bold green lettering, 'You have successfully filed a Critical Incident Report. 'If you do not see this text displayed on the screen, please click on the 'Submit Critical Incident' button again.
- Once submitted, a Critical Incident Report notification will be emailed to the CCCE/CCCE, DCE/ADCE and student.
- Any completed Critical Incident Reports can be found in the Critical Incidents tab where it can be viewed, and additional comments can be entered.

**Submitting a Significant Concern- This MUST be accompanied by a Critical Incident Report using CPI Web**

- Select the Significant Concern checkbox.
- A pop-up box will appear with the following text. 'You have indicated a Significant Concern for this criterion. A Significant Concern must be accompanied with a Critical Incident report. Click "OK" to document and submit a Critical Incident report. Click "Cancel" to uncheck the Significant Concern for this criterion.
- If you click on the 'OK' button, the Critical Incident Report text boxes will automatically appear. Please follow the steps listed above to create and submit the Critical Incident Report.
- PLEASE NOTE: If the Critical Incident Report is not submitted, the Significant Concern will not be submitted. Once a Significant Concern and accompanying Critical Incident Report are submitted, these CANNOT be reversed.
- If you click on the 'Cancel' button, the Significant Concern will not be submitted.

**Adding Post-Assessment Comments to the CPI:**

- Once you sign-off on the CPI, you cannot go back in to make further edits. After your meeting and review with the student, if you need to enter in additional comments about the CPI, you can add post-assessment comments to the CPI by clicking on the 'View' link in the Evaluations tab and then adding in the comments in the appropriate box near the bottom of the page.
- Post-assessments can only be made by the CI or student once they have signed off on their own evaluation as well as signed-off on each other's evaluations.

**Here are some things to note when there are multiple CIs assigned to evaluate one student in CPI Web:**

- Only one CPI is created. All CIs work on the CI portion of the CPI and the student works on one self-evaluation
- Each CI will have a separate comment box for all of the criteria. They will be able to see what the other CI had written, but they are unable to edit the other CI's comments.
- There is only one rating scale for each criterion for the CIS. This is a shared scale amongst the CIs listed on the evaluation meaning that one CI can edit the rating that was selected by the other CI.
- The minimum requirements to mark the section sign-off box for each criterion are that at least one CI comment box must be completed for the criterion and there must be a rating selected for the criterion. For example, if one CI commented on the CPI and the other CI agreed with what the other CI had written, the other CI would not be required to enter in any comments on the CPI.
- Once all of the section sign offs have been checked and the evaluation is listed as Completed, either CI would be able to Sign-off that the evaluation is completed by clicking on the Sign-off link found in the Actions column in the Evaluations tab.

PLEASE NOTE: Once the evaluation part has been signed-off on, it will lock out any other CIs from being able to edit that evaluation part. If you have any questions, comments or run into any issues using PT CPI Web, please contact Support [ptcpiwebsupport@liaison-intl.com](mailto:ptcpiwebsupport@liaison-intl.com).

## IV. University of Louisiana at Monroe DPT Curriculum

### Fall Semester (First year)

Courses	Credits
PHYT 6100 Functional Anatomy I: Musculoskeletal System	4
PHYT 6110 Assessment and Management of the Musculoskeletal System I	6
PHYT 6120 Clinical Inquiry I	2
PHYT 6130 Professional Development I	1
PHYT 6140 Cultural and Rural Health I	1
PHYT 6150 Integrated Clinical Experience I	1
Subtotal	15

### Spring Semester (First Year)

Courses	Credits
PHYT 6200 Functional Anatomy II: Neurological System	4
PHYT 6260 Neurophysiology and Motor Control	3
PHYT 6270 Clinical Skills Development	4
PHYT Clinical and Applied Exercise Physiology I	3
PHYT 6250 Integrated Clinical Experience I	1
Subtotal	15

### Summer Semester (First Year)

Courses	Credits
PHYT 6360 Assessment and Management of the Neurological System I	3
PHYT 6380 Clinical and Applied Exercise Physiology II	2
PHYT 6390 Applied Pharmacology and Diagnostic Imaging	2
PHYT 6370 Therapeutic and Innovative Modalities	2
PHYT 6330 Professional Development II	2
PHYT 6350 Integrated Clinical Experience III	1
Subtotal	12

### Fall Semester (Second Year)

Courses	Credits
PHYT 6410 Assessment and Management of the Musculoskeletal System II	3
PHYT 6460 Assessment and Management of the Neurological System II	3
PHYT 6420 Clinical Inquiry II	2
PHYT 6470 Patient Management Across the Lifespan I	3
PHYT 6450 Professional Education I	4
Subtotal	15

### Spring Semester (Second Year)

Courses	Credit
PHYT 6500 Functional Anatomy III: Cardiopulmonary System	4
PHYT 6580 Assessment and Management of the Cardiopulmonary System	3

PHYT 6510 Assessment and Management of the Musculoskeletal System III	3
PHYT 6570 Patient Management Across the Lifespan II	3
PHYT Integrated Clinical Experience IV	1
Subtotal	14

### Summer Semester (Second Year)

Courses	Credits
PHYT 6600 Functional Anatomy IV: Gastrointestinal System	2
PHYT 6690 Assessment and Management of Other Systems	1
PHYT 6670 Practice Management	2
PHYT 6640 Cultural and Rural Health II	1
PHYT 6650 Professional Education II	4
Subtotal	10

### Fall Semester (Third Year)

Courses	Credits
PHYT 6700 Functional Anatomy V: Genitourinary System	3
PHYT 6790 Assessment and Management of the Genitourinary System	2
PHYT 6720 Clinical Inquiry III	1
PHYT 6750 Professional Education III	4
Subtotal	10

### Spring Semester (Third Year)

Courses	Credits
PHYT 6850 Professional Education IV	4
PHYT 6870 Independent Study (elective; optional)	1-3
Subtotal	4-7
Total	95-98

## First Year Course Descriptions

### Fall Semester (First Year) Subtotal 15 credit hours

#### PHYT 6100 Functional Anatomy I: Musculoskeletal System (4 credit hours)

The course identifies the anatomy of the musculoskeletal system relevant to physical therapy practice emphasized through lectures with student-performed dissection human cadavers.

#### PHYT 6110 Assessment and Management of the Musculoskeletal System I (6 credit hours)

The course introduces kinematic and kinetic concepts, body structures of movement, and a comprehensive review of pathophysiology of the musculoskeletal system.

#### PHYT 6120 Clinical Inquiry I (2 credit hours)

This course provides a comprehensive review of research design and the impact of each design on evidence-based or evidence-informed physical therapy practice.

#### PHYT 6130 Professional Development I (1 credit hour)

The course introduces health care systems, the American Physical Therapy Association, World Physiotherapy, and professional behaviors and activities.

PHYT 6140 Cultural and Rural Issues (1 credit hour)

This course will develop the knowledge and skills to identify and address cultural and geographic facilitators and barriers of rehabilitation potential.

PHYT 6150 Integrated Clinical Experience I (1 credit hour)

This course applies the knowledge and skills learned during the first professional training semester in various clinical settings.

**Spring Semester (First Year) Subtotal 15 credit hours**

PHYT 6200 Functional Anatomy II: Neurological System (4 credit hours)

The course identifies the anatomical features of the neurological system relevant to physical therapy practice through lectures and dissection of human cadavers.

PHYT 6250 Integrated Clinical Experience II (1 credit hour)

This course applies the knowledge and skills learned during the second professional training semester in various clinical settings.

PHYT 6260 Neurophysiology and Motor Control (3 credit hours)

This course provides a comprehensive review of the central nervous system's influence on movement from motor neuron levels to cerebral cortex.

PHYT 6270 Clinical Skills Development (4 credit hours)

This course emphasizes patient management skills including body system screens and assessments including range of motion and muscle strength.

PHYT 6280 Clinical and Applied Exercise Physiology I (3 credit hours)

This course provides a comprehensive review of normal and abnormal responses of various physiological organ systems to exercise.

**Summer Semester (First Year) Subtotal 12 credit hours**

PHYT 6330 Professional Development II (2 credit hours)

This course provides a continued introduction and development of knowledge, skills, and attitudes associated with the physical therapist identity.

PHYT 6350 Integrated Clinical Experience III (1 credit hour)

This course applies the knowledge and skills learned during the third professional training semester in various clinical settings.

PHYT 6360 Assessment and Management of the Neurological System I (3 credit hours)

This course provides a comprehensive review of normal and abnormal physiology of the neurological system and the relevance to PT practice.

PHYT 6370 Therapeutic and Innovative Modalities (2 credit hours)

This course aids understanding the alignment and use of therapeutic modalities, also referred to as biophysical agents, within the treatment plan.

PHYT 6380 Clinical and Applied Exercise Physiology II (2 credit hours)

This course develops skills and safety in the prescription and modification of exercise based on physiological and psychological responses.

PHYT 6390 Applied Pharmacology and Diagnostic Imaging (2 credit hours)

The course helps the learner understand the role of pharmacology in the administration and management of physical therapy interventions.

## **Second Year Course Description**

### **Fall Semester (Second Year) Subtotal 15 credit hours**

PHYT 6410 Assessment and Management of the Musculoskeletal System II (3 credit hours)

The course continues the development of skills and safety in the treatment of the patient/client with a musculoskeletal dysfunction involving the extremities.

PHYT 6420 Clinical Inquiry II (2 credit hours)

This course provides instruction in descriptive and interference analyses and the impact of each analysis on evidence-based or evidence-informed physical therapy practice.

PHYT 6450 Professional Education I (4 credit hours)

This course serves as the first full-time supervised clinical education experience for the development of clinical and professional skills.

PHYT 6460 Assessment and Management of the Neurological System II (3 credit hours)

This course develops skills and safety in the treatment of the patient/client with neurological dysfunction.

PHYT 6470 Patient Management across the Lifespan (3 credit hours)

The course includes the assessment and management of the patient/client throughout the lifespan with an emphasis on pediatric and geriatric needs.

### **Spring Semester (Second Year) Subtotal 14 credit hours**

PHYT 6500 Functional Anatomy III: Cardiopulmonary System (4 credit hours)

The course identifies the anatomy of the cardiopulmonary system relevant to physical therapy practice emphasized through lectures with dissection of human cadavers.

PHYT 6510 Assessment and Management of the Musculoskeletal System III (3 credit hours)

The course develops skills and safety in the treatment of the patient/client with musculoskeletal dysfunction involving the spine or jaw.

PHYT 6550 Integrated Clinical Experience IV (1 credit hour)

This course applies the knowledge and skills learned during the fifth professional training semester in various clinical settings.

PHYT 6570 Patient Management across the Lifespan II (3 credit hours)

This course provides continued training in the assessment and management of the patient/client throughout the lifespan with an emphasis on pediatric and geriatric needs.

PHYT 6580 Assessment and Management of the Cardiopulmonary System (3 credit hours)

This course provides a comprehensive review of normal and abnormal physiology of the cardiopulmonary system and the relevance to physical therapy practice.

**Summer Semester (Second Year) Subtotal 10 credit hours**

PHYT 6600 Functional Anatomy IV: Gastrointestinal System (2 credit hours)

This course identifies the anatomy of the gastrointestinal system relevant to physical therapy practice emphasized through lectures and dissection of human cadavers.

PHYT 6640 Cultural and Rural Health II (1 credit hour)

This course will instruct the learner in how to develop and present a community informed, health disparity program or research project.

PHYT 6650 Professional Education II (4 credit hours)

This course serves as the second full-time supervised clinical education experience for the development of clinical and professional skills.

PHYT 6670 Practice Management (2 credit hours)

The course provides a comprehensive review of administration and management principles and practice within the physical therapy profession and healthcare systems.

PHYT 6690 Assessment and Management of Other Systems (1 credit hour)

The course provides a comprehensive review of pathophysiology of the integumentary and endocrine system and the relevance to physical therapy practice.

**Third Year Course Description**

**Fall Semester (Third Year) Subtotal 10 credit hours**

PHYT 6700 Functional Anatomy V: Genitourinary System (3 credit hours)

This course identifies the anatomy of the reproductive system relevant to physical therapy practice emphasized through lectures and dissection of human cadavers.

PHYT 6720 Clinical Inquiry III (1 credit hours)

The course provides a comprehensive review of the institutional regulations of data collection, management, and dissemination.

PHYT 6750 Professional Education III (4 credit hours)

This course serves as the third full-time supervised clinical education experience for the development of clinical and professional skills.

PHYT 6790 Assessment and Management of the Genitourinary System (2 credit hours)

This course discusses sex or gender specific rehabilitation needs, including pelvic health, pregnancy and postpartum, cancer, sex reassignment surgeries, and hormone therapies.

**Spring Semester (Third Year) Subtotal 4-7 credit hours**



PHYT 6850 Professional Education IV (4 credit hours)

This course serves as the fourth full-time supervised clinical education experience for the development of clinical and professional skills.

## V. Appendix

### Appendix A: Annual Attestation Form



#### Clinical Instructor Attestation Form

I \_\_\_\_\_ attest that I have received the link to the ULM DPT program clinical education handbook either through email or access through the EXXAT portal. I also confirm that I read, understand, and agree to the expectations and responsibilities of my role as a clinical instructor in which I will uphold to the best of my abilities. My signature below represents my full acknowledgement and compliance with the above statements.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

---

**#TAKEFLIGHT**

ULM is a member of the University of Louisiana System • AAE/OE

## **Appendix B: Standard Affiliation Agreement**

### **Clinical Education Agreement**

**THIS Clinical Education Agreement** (the "Agreement") is made and entered into on this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_, (the "Effective Date") by and between the University of Louisiana Monroe, d/b/a College of Health Sciences - School of Allied Health- Doctor of Physical Therapy Program, located at 700 University Avenue, Sugar Hall 151, Monroe, LA 71209 (hereinafter referred to as "School"), and **Clinic/Facility Name, located at 0000 Clinic/facility address, City, State and Zipcode** (hereinafter referred to as "Clinical Education Site").

**WHEREAS**, School maintains accredited educational programs and is seeking additional training opportunities for its Physical Therapist Students (the "Students"); and

**WHEREAS**, Clinical Education Site has qualified and credentialed personnel and patients who can provide education experiences for the Students enrolled in the Program; and

**WHEREAS**, both parties desire to maintain and improve their existing standards of health care delivery and education by participating in a clinical education program (the "Program"); and

**WHEREAS**, both parties desire to establish and maintain a working relationship in order that the Students involved be given the opportunity and benefit of receiving clinical training; and

**WHEREAS**, both parties are mutually desirous of cooperating in the manner set forth in this Agreement and incorporated by reference herein; and

**WHEREAS**, for the purpose of furthering the following objectives of the parties hereto, School may send to Clinical Education Site certain Students enrolled in the Doctor of Physical Therapy Program who desire to receive instruction and clinical/administrative experience in the field of physical therapy (each, a "Student"): (1) to obtain clinical/administrative experience in terms of patient and related instruction for such Students; (2) to improve the overall health sciences educational program by providing opportunities for learning experiences that will progress the Student in performance; and (3) to establish and operate a clinical/administrative educational program of high quality.

**NOW, THEREFORE**, in consideration of the mutual covenants contained in this Agreement and the attached Exhibits(s), and intending to be legally bound hereby, the parties agree as follows:

#### **1. School Responsibilities.**

During the term of this Agreement, School shall:

- (a) In conjunction with Clinical Education Site, plan and supervise the educational experiences of the Students;
- (b) Assist in the supervision of the Students outside the clinical setting;
- (c) Participate in conferences with the Students and/or a Site Coordinator of Clinical Education as needed, or requested by Clinical Education Site;
- (d) Assure Clinical Education Site that the Students have completed the prerequisite courses of the Program; and
- (e) Maintain on all Students' behalf, or ensure that all Students maintain, at all times during the term of this Agreement general and professional liability insurance in an amount not less than \$1,000,000 per occurrence, \$3,000,000 in the aggregate on an annual basis. Proof of coverage shall be provided to Clinical Education Site upon request.
- (f) School agrees as a condition of participation in the clinical training, each Student shall sign a Statement of Student Responsibility prior to being approved for the clinical site placement.

## **2. Clinical Education Site Responsibilities.**

During the term of this Agreement, Clinical Education Site shall:

- (a) Provide a safe working environment with appropriate equipment and supplies to facilitate training of the Students at any of the Clinical Education Sites that provide therapy services; provided, however that the Clinical Education Site shall not be required to host a rotation at a particular clinic in the event that such center's therapy director, within his or her sole discretion, determines, that (i) the clinic is not able to provide a meaningful educational experience for the Students participating in the proposed rotation;
- (b) Assign Students to clinical instructors who are licensed physical therapist with a minimum of one year of full-time (or equivalent) post licensure clinical experience, and are effective role models and clinical teachers;
- (c) Provide supervision of and training for the Students; comply with state and federal labor laws and provide working conditions which will not affect the health, safety or morals of the Student;
- (d) Provide the Student training opportunities for the minimum number of hours as agreed upon by Clinical Education Site and the School;

- (e) Not allow a Student to use a Clinical Education Site vehicle nor ask a Student to use their personal vehicle for Clinical Education Site business; however, a Student may accompany a Clinical Education Site employee (as a passenger) to a clinical site;
- (f) Notify the School of any physical injury occurring to the Student at the clinical education site, provide first aid treatment to Student requiring such care; however, Clinical Education Site is not obligated to furnish any other professional medical service to the Student;
- (g) Provide the Student any course related training opportunities that resemble the on-the-job duties of a regular employee whenever possible; and
- (h) Complete and return written evaluation forms for each Student at the conclusion of the applicable training period.
- (i) Clinical Education Site shall secure and maintain for all its respective employees, at all times during the term of this Agreement general and professional liability insurance in an amount not less than \$1,000,000 per occurrence, \$3,000,000 in the aggregate on an annual basis through commercial insurance or through a plan of insurance. Proof of coverage shall be provided to School upon request.

### **3. Indemnification.**

Both parties agree to protect, indemnify, and hold each other harmless from and against any and all liability imposed upon or incurred by either party, including judgments, court costs, penalties and interest, as well as reasonable legal fees and related expenses incurred in the defense of same caused by the negligence, acts, or omissions of the other party, or their agents, servants, employees, or Students.

### **4. Term and Termination.**

The term of this Agreement shall commence on the Effective Date and continue for a period of five (5) years unless earlier terminated in accordance with this section of this Agreement and does not automatically renew. This Agreement may be terminated by either party, with or without cause, with thirty (30) days prior written notice or immediately with cause. All Students currently enrolled and assigned to Clinical Education Site at the time of notice of termination shall be given the opportunity to complete their respective clinical programs at the clinical education site; such completion period not to exceed three (3) months unless otherwise agreed in writing by the parties.

### **5. Immediate Removal of a Student.**

Clinical Education Site has the right to immediately cancel the assignment of any Student assigned by School if: (i) such Student's health status poses an unreasonable risk to Clinical Education Site's patients or employees; (ii) Student engages in disruptive or violent behavior; (iii) Student uses or discloses protected health care information in a way

that violates their obligations under this Agreement; or (iv) Student otherwise fails to perform in accordance with Clinical Education Site policies and procedures.

#### **6. Compliance with Governmental Requirements.**

In performing its respective obligations under this Agreement and the activities contemplated hereby, each party and its respective officers, directors, employees, agents, subcontractors, and independent contractors and the Students will comply fully with all applicable federal, state and local laws, rules and regulations.

#### **7. Confidentiality.**

Each party shall, and School shall ensure that its Students shall, (i) maintain the confidentiality of all communications, data, and information relating to or obtained in the performance of this Agreement in accordance with applicable law and (ii) abide by all policies, procedures and rules of Clinical Education Site related to the confidentiality of patient information and records.

#### **8. Confidentiality of Protected Health Information.**

School, by and through its faculty and Students, will comply, and will ensure that its Students comply, with the applicable provisions of the Health Insurance Portability and Accountability Act of 1996 ("HIPAA"), and the requirements of any regulations promulgated thereunder, including, without limitation, the federal privacy regulations as contained in 45 C.F.R. Part 160 and Subparts A and E of Part 164, and the federal securities standards as contained in 45 C.F.R. Part 160 and Subparts A and C of Part 164 (collectively, the "Regulations"). Neither School nor its faculty or Students shall use or further disclose any protected health information or individually identifiable health information other than as permitted by this Agreement and the requirements of HIPAA, HIPAA regulations, or similar state law requirements. School will implement appropriate safeguards to prevent the use or disclosure of protected health information other than as contemplated by this Agreement. School will promptly report to Clinical Education Site any use or disclosures, of which School becomes aware, of protected health information in violation of HIPAA or its regulations. In the event that School contracts with any agents to whom School provides protected health information, School shall include provisions in such agreements pursuant to which School and such agents agree to the same restrictions and conditions that apply to School with respect to protected health information. School will make its internal practices, books and records relating to the use and disclosure of protected health information available to the Secretary of the United States Department of Health and Human Services to the extent required for determining compliance with HIPAA and its regulations. No attorney/client, accountant/client, doctor/patient, or other legal or equitable privilege shall be deemed to have been waived by the School or Clinical Education Site by virtue of this subsection.



(g) Intentionally deleted.

(h) Neither Party shall be liable for its failure to perform any duty or obligation that either may have under this Agreement where such failure has been occasioned by any act or occurrence beyond its reasonable control, including, but not limited to, acts of God, acts of terrorism, fire, strike, or war.

(i) Sections 4, 7, 8, and 9 shall survive any termination or expiration of this Agreement.

[Signature Page Follows]



IN WITNESS WHEREOF, the parties have executed this Agreement as of the Effective Date.

**University of Louisiana Monroe**

By:

Name: Dr. Wendy Bailes

Title: Interim Dean, College of Health Sciences

Date:

**Clinic/Facility Name**

By:

Name: **Name of Person Signing Agreement**

Title: **Title of Person (CEO, Owner, Administrator, Director), Clinic/Facility Name**

Date:

Statement of Student Responsibility Agreement

The undersigned, \_\_\_\_\_ (typed or printed name) ("Student"), a student at the University of Louisiana at Monroe, understands that \_\_\_\_\_ ("facility") have entered into an agreement ("Agreement") with the University of Louisiana at Monroe in connection with a clinical education program ("Program") designed as a learning experience for the Student in the Physical Therapy Program. In connection with that contract, and in consideration of facility providing a learning experience, the Student agrees as follows:

During the term of this Agreement, each Student shall:

- (a) Be available to complete the externship program during normal business hours for the particular profession and for that particular clinical/externship site;
- (b) Accept the assigned extern facility and complete the required number of hours;
- (c) Understand and agree that the externship program is provided with no monetary compensation to the Student, and here is no contract to hire, expressed or implied;
- (d) Complete and submit weekly time cards according to instructions given by the Extern Coordinator. Failure to submit written verification of hours on a weekly basis will result in unsatisfactory progress. Student's continued participation in the extern program could be affected for failure to complete and/or submit weekly time cards;
- (e) Notify the Extern Coordinator and clinical/externship site immediately if any absence from training occurs, or there is any change in the current home address and telephone number;
- (f) Student will begin training on such date as agreed upon by the parties in writing;
- (g) Prior to participating in the externship program at Practicum Site, each Student must satisfactorily complete the Practicum Site HIPAA training, or an equivalent training through the School; and
- (h) Prior to participating in the externship program at Practicum Site, each Student must provide proof of current and up-to-date immunization and successfully complete a drug screen and a criminal background check.

\_\_\_\_\_  
Signature of Student

\_\_\_\_\_  
Date

\_\_\_\_\_  
Print Name

## Appendix C: PT Student Assessment of Clinical Experience and Instruction

### SECTION 1: PT STUDENT ASSESSMENT OF THE CLINICAL EXPERIENCE

Information found in Section 1 may be available to program faculty and students to familiarize them with the learning experiences at this clinical facility.

1. Name of Clinical Education Site
- Address  City  State

2. Clinical Experience Number

3. Specify the number of weeks for each applicable clinical experience/rotation.

<input type="text"/> Acute Care/Inpatient Hospital Facility <input type="text"/> Ambulatory Care/Outpatient <input type="text"/> ECF/Nursing Home/SNF <input type="text"/> Federal/State/County Health <input type="text"/> Industrial/Occupational Health Facility	<input type="text"/> Private Practice <input type="text"/> Rehabilitation/Sub-acute Rehabilitation <input type="text"/> School/Preschool Program <input type="text"/> Wellness/Prevention/Fitness Program <input type="text"/> Other <input type="text"/>
---	---

#### Orientation

4. Did you receive information from the clinical facility prior to your arrival?  Yes  No
5. Did the on-site orientation provide you with an awareness of the information and resources that you would need for the experience?  Yes  No
6. What else could have been provided during the orientation?

#### Patient/Client Management and the Practice Environment

**For questions 7, 8, and 9, use the following 4-point rating scale:**

1 = Never      2 = Rarely      3 = Occasionally      4 = Often

7. During this clinical experience, describe the frequency of time spent in each of the following areas. Rate all items in the shaded columns using the above 4-point scale.

Diversity Of Case Mix	Rating	Patient Lifespan	Rating	Continuum Of Care	Rating
Musculoskeletal		0-12 years		Critical care, ICU, Acute	
Neuromuscular		13-21 years		SNF/ECF/Sub-acute	
Cardiopulmonary		22-65 years		Rehabilitation	
Integumentary		over 65 years		Ambulatory/Outpatient	
Other (GI, GU, Renal, Metabolic, Endocrine)				Home Health/Hospice	
				Wellness/Fitness/Industry	

8. During this clinical experience, describe the frequency of time spent in providing the following components of care from the patient/client management model of the *Guide to Physical Therapist Practice*. Rate all items in the shaded columns using the above 4-point scale.

Components Of Care	Rating	Components Of Care	Rating
Examination		Diagnosis	
• Screening		Prognosis	
• History taking		Plan of Care	
• Systems review		Interventions	
• Tests and measures		Outcomes Assessment	
Evaluation			

9. During this experience, how frequently did staff (ie, CI, CCCE, and clinicians) maintain an environment conducive to professional practice and growth? Rate all items in the shaded columns using the 4-point scale on page 4.

Environment	Rating
Providing a helpful and supportive attitude for your role as a PT student.	
Providing effective role models for problem solving, communication, and teamwork.	
Demonstrating high morale and harmonious working relationships.	
Adhering to ethical codes and legal statutes and standards (eg, Medicare, HIPAA, informed consent, APTA Code of Ethics, etc).	
Being sensitive to individual differences (ie, race, age, ethnicity, etc).	
Using evidence to support clinical practice.	
Being involved in professional development (eg, degree and non-degree continuing education, in-services, journal clubs, etc).	
Being involved in district, state, regional, and/or national professional activities.	

10. What suggestions, relative to the items in question #9, could you offer to improve the environment for professional practice and growth?

Clinical Experience

11. Were there other students at this clinical facility during your clinical experience? (Check all that apply):

- Physical therapist students
- Physical therapist assistant students
- Students from other disciplines or service departments (Please specify )

12. Identify the ratio of students to CIs for your clinical experience:

- 1 student to 1 CI
- 1 student to greater than 1 CI
- 1 CI to greater than 1 student; Describe

13. How did the clinical supervision ratio in Question #12 influence your learning experience?

14. In addition to patient/client management, what other learning experiences did you participate in during this clinical experience? (Check all that apply)

- Attended in-services/educational programs
- Presented an in-service
- Attended special clinics
- Attended team meetings/conferences/grand rounds
- Directed and supervised physical therapist assistants and other support personnel
- Observed surgery
- Participated in administrative and business practice management
- Participated in collaborative treatment with other disciplines to provide patient/client care (please specify disciplines)
- Participated in opportunities to provide consultation
- Participated in service learning
- Participated in wellness/health promotion/screening programs
- Performed systematic data collection as part of an investigative study
- Other; Please specify

15. Please provide any logistical suggestions for this location that may be helpful to students in the future. Include costs, names of resources, housing, food, parking, etc.

Overall Summary Appraisal

16. Overall, how would you assess this clinical experience? (Check only one)
- Excellent clinical learning experience; would not hesitate to recommend this clinical education site to another student.
  - Time well spent; would recommend this clinical education site to another student.
  - Some good learning experiences; student program needs further development.
  - Student clinical education program is not adequately developed at this time.
17. What specific qualities or skills do you believe a physical therapist student should have to function successfully at this clinical education site?
18. If, during this clinical education experience, you were exposed to content not included in your previous physical therapist academic preparation, describe those subject areas not addressed.
19. What suggestions would you offer to future physical therapist students to improve this clinical education experience?
20. What do you believe were the strengths of your physical therapist academic preparation and/or coursework for *this clinical experience*?
21. What curricular suggestions do you have that would have prepared you better for *this clinical experience*?

## SECTION 2: PT STUDENT ASSESSMENT OF CLINICAL INSTRUCTION

Information found in this section is to be shared between the student and the clinical instructor(s) at midterm and final evaluations. Additional copies of Section 2 should be made when there are multiple CIs supervising the student. Information contained in Section 2 is confidential and will not be shared by the academic program with other students.

### Assessment of Clinical Instruction

22. Using the scale (1 - 5) below, rate how clinical instruction was provided during this clinical experience at both midterm and final evaluations (shaded columns).

1=Strongly Disagree    2=Disagree    3=Neutral    4=Agree    5=Strongly Agree

Provision of Clinical Instruction	Midterm	Final
The clinical instructor (CI) was familiar with the academic program's objectives and expectations for this experience.		
The clinical education site had written objectives for this learning experience.		
The clinical education site's objectives for this learning experience were clearly communicated.		
There was an opportunity for student input into the objectives for this learning experience.		
The CI provided constructive feedback on student performance.		
The CI provided timely feedback on student performance.		
The CI demonstrated skill in active listening.		
The CI provided clear and concise communication.		
The CI communicated in an open and non-threatening manner.		
The CI taught in an interactive manner that encouraged problem solving.		
There was a clear understanding to whom you were directly responsible and accountable.		
The supervising CI was accessible when needed.		
The CI clearly explained your student responsibilities.		
The CI provided responsibilities that were within your scope of knowledge and skills.		
The CI facilitated patient-therapist and therapist-student relationships.		
Time was available with the CI to discuss patient/client management.		
The CI served as a positive role model in physical therapy practice.		
The CI skillfully used the clinical environment for planned and unplanned learning experiences.		
The CI integrated knowledge of various learning styles into student clinical teaching.		
The CI made the formal evaluation process constructive.		
The CI encouraged the student to self-assess.		

23. Was your CI(s) evaluation of your level of performance in agreement with your self-assessment?

Midterm Evaluation     Yes     No    Final Evaluation     Yes     No

24. If there were inconsistencies, how were they discussed and managed?

Midterm Evaluation

Final Evaluation

25. What did your CI(s) do well to contribute to your learning?

Midterm Comments

Final Comments

26. What, if anything, could your CI(s) and/or other staff have done differently to contribute to your learning?

Midterm Comments

Final Comments

**Thank you for sharing and discussing candid feedback with your CI(s) so that any necessary midcourse corrections can be made to modify and further enhance your learning experience.**

**Appendix D: Clinical Faculty DCE Assessment**  
**Clinical Faculty DCE Performance Survey**

Instructions: Please read each statement carefully and circle the number that corresponds with your answer.

The Director of clinical education has confirmed student placement with the Clinical Instructor (CI) or Site Coordinator of Clinical Education (CCCE) via EXXAT OR ALTERNATIVE PLATFORM system, email, phone call, text, or site visit at least one month prior to the placement of Doctor of Physical Therapy (DPT) student at my facility.	1-Strongly Disagree 2-Disagree 3-Neutral 4- Agree 5- Strongly Agree
The Director of Clinical Education has communicated with me via EXATT, email, text, phone call, or site visit at least once during students' clinical education experience to discuss student's strengths, opportunities for growth, and progress.	1-Strongly Disagree 2-Disagree 3-Neutral 4- Agree 5- Strongly Agree
The DCE provided Clinical Faculty (CI and/or CCCE) with students' contact information as well as goals, opportunities for growth, and skill levels at least 2 weeks to one month prior to the student arriving for Professional Education rotation.	1-Strongly Disagree 2-Disagree 3-Neutral 4- Agree 5- Strongly Agree
During the student's professional education experience, did you attempt to contact the Director of Clinical Education (DCE) via phone call, email, or text?	1-Yes 2-No
The Director of Clinical Education (DCE) returned calls and/or emails from Clinical Instructor/CCCE within 24-48 hours (about 2 days) of attempting contact with DCE to discuss student performance or clinical education concerns.	1-Strongly Disagree 2-Disagree 3-Neutral 4- Agree 5- Strongly Agree
The DCE initiated contact with CI and/or CCCE to request clinical placement for students at least 6 months prior to student placement.	1-Strongly Disagree 2-Disagree 3-Neutral 4- Agree 5- Strongly Agree
The DCE was easily accessible when needed to discuss any aspects of the clinical education experience.	1-Strongly Disagree 2-Disagree 3-Neutral 4- Agree 5- Strongly Agree
Please provide any additional feedback or suggestions you would like to add to the box to the right.	

Thank you for your support of our program!! To learn more about us, visit: <https://www.ulm.edu/dpt/program/>

**Appendix E: Student Assessment of DCE**  
**Student Assessment of DCE Performance Survey**



Student assessment of DCE performance during clinical education experience.

Instructions: Please read each statement carefully and circle the number that corresponds with your answer.

The Director of clinical education has confirmed student placement with the Clinical Instructor (CI) or Site Coordinator of Clinical Education (CCCE) via EXXAT OR ALTERNATIVE PLATFORM system, email, phone call, text, or site visit at least one month prior to the placement of Doctor of Physical Therapy (DPT) student at my facility.	1-Strongly Disagree 2-Disagree 3-Neutral 4-Agree 5-Strongly Agree
The Director of Clinical Education has communicated with me via EXATT, email, text, phone call, or site visit at least once during students' clinical education experience to discuss student's strengths, opportunities for growth, and progress.	1-Strongly Disagree 2-Disagree 3-Neutral 4-Agree 5-Strongly Agree
The DCE provided Clinical Faculty (CI and/or CCCE) with students' contact information as well as goals, opportunities for growth, and skill levels at least 2 weeks to one month prior to the student arriving for Professional Education rotation.	1-Strongly Disagree 2-Disagree 3-Neutral 4-Agree 5-Strongly Agree
During the student's professional education experience, did you attempt to contact the Director of Clinical Education (DCE) via phone call, email, or text?	1-Strongly Disagree 2-Disagree 3-Neutral 4-Agree 5-Strongly Agree
The Director of Clinical Education (DCE) returned calls and/or emails within 24-48 hours of attempting contact with DCE to discuss student performance or clinical education concerns.	1-Strongly Disagree 2-Disagree 3-Neutral 4-Agree 5-Strongly Agree
The DCE was easily accessible when needed to discuss any aspects of the clinical education experience.	1-Strongly Disagree 2-Disagree 3-Neutral 4-Agree 5-Strongly Agree
I felt comfortable expressing my concerns with the DCE during the in person/ virtual/ phone site visit.	1-Strongly Disagree 2-Disagree 3-Neutral 4-Agree 5-Strongly Agree
My midterm/final visit with the DCE was done:	1- In-person 2- Virtually 3- Phone call 4- Did not occur
Please provide any additional feedback or suggestions you would like to add.	

### **Appendix F: Weekly Planning Form**

#### Weekly Planning Form

Student Name: \_\_\_\_\_

CI Name: \_\_\_\_\_

Facility: \_\_\_\_\_

This Form must be submitted via Exxat or alternative platform by each Sunday evening at 11:59pm. There is no form due during the midterm week and final week.

Summary:

Summarize Strengths and Weaknesses:
Summarize Patient Population and IPE Experiences:
Describe any Challenging Situations:
Write 4 Measurable Goals for the Next Week:
1.
2.
3.
4.

CI Feedback from the previous week:

### **Appendix G: End of Week 1 Questionnaire**

Student Name	
Facility Name	
Facility Physical Address- for visitation purpose	

PT Department Phone-direct line preferred		
CI Name and Email: Is there another preferred email for communication?		
Is your CI Credentialed by the APTA as a CI?	Yes or No	
Does your CI hold any certification or advanced clinical skills (ABPTS, FAAOMPT, ATC, CSCS, etc) if yes, please indicate credentials		
Please indicate the number of students your CI has had previously (to the best of your ability)		
Please indicate the number of years of clinical practice for your CI		
Is your CI an APTA member?		
How many total staff in this clinical site?		PT PTA Aides/Techs
		OT/OTA SLP Other?
Please indicate typical patient population/diagnoses:		
Please indicate if your facility is considered to be located in a rural area:		
Please indicate if you work with patients who are underserved or vulnerable:		

Students must communicate with their CI and complete/submit to the DCE/ADCE by 11:59 pm on Sunday after their first week of clinic.

Please upload to Exxat or alternative platform or email to the Director of Clinical Education.

**Appendix H: Clinical Education Placement Request Form**

REQUEST FOR CLINICAL PLACEMENTS (YEAR) (Sent through Exxat or alternative platform System)  
 Please Return by **Date**  
 Director of Clinical Education  
 Email

Facility: \_\_\_\_\_

CCCE: \_\_\_\_\_

Address: \_\_\_\_\_ Email: \_\_\_\_\_

Phone \_\_\_\_\_ Fax: \_\_\_\_\_

	Type of Setting	Number of Students

PT 6650 Professional Education II

	Type of Setting	Number of Students

PT 6750 Professional Education III

	Type of Setting	Number of Students

PT 6850 Professional Education IV

	Type of Setting	Number of Students

\*\* If you are unable to take any student(s) for a particular experience(s), please enter "0" \*\*

**Appendix I: APTA Guidelines and Self-Assessments for Clin. Ed.**

**Guidelines and Self-Assessments for Clinical Education can be found at:**

<https://www.apta.org/contentassets/7736d47f2ec642a3962276d9b02503d2/guidelinesandselfassessmentsforclined.pdf>



## Appendix J: Clinical Instructor Attestation Form



College of Health Sciences/ Physical Therapy Program

Walker Hall 164 | 700 University Avenue | Monroe, LA 71209

318.342.1265

### Clinical Instructor Attestation Form

I \_\_\_\_\_ attest that I have received the link to the ULM DPT program clinical education handbook either through email or access through the EXXAT portal. I also confirm that I read, understand, and agree to the expectations and responsibilities of my role as a clinical instructor in which I will uphold to the best of my abilities. My signature below represents my full acknowledgement and compliance with the above statements.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

---

**#TAKEFLIGHT**

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**Appendix K: Clinical Education Handbook Attestation Form**



College of Health Sciences/ Physical Therapy Program

Walker Hall 164 | 700 University Avenue | Monroe, LA 71209

318.342.1265

**ULM DPT Program Clinical Education Handbook Attestation Form**

I \_\_\_\_\_ attest that I have received and reviewed the ULM DPT program clinical education handbook. I also confirm that I understand and agree to the expectations and responsibilities of my role as it relates to the program and University clinical education policies and procedures in which I will uphold to the best of my abilities. My signature below represents my full acknowledgement and compliance.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

---

**#TAKEFLIGHT**