



Physical Therapy

ULM DPT Clinical Education Handbook 2025-2026

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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 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 Administrators

Director of Clinical Education

Assistant Director of Clinical Education

Core Faculty

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

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

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.

DPT Program Mission, Vision, and Core Values:

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.

Mission: The ULM Doctor of Physical Therapy program strives to develop diverse, high functioning practitioners and leaders who will partner with community members to produce meaningful and sustainable change with an emphasis on rural and underserved communities.

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

Core Values: Accountability, adaptability, collaboration, cultural humility, inquisitiveness, integrity and purposefulness.

Guiding Principles: 1) Be compassionate; 2) Be a movement expert; 3) Be people-focused; 4) Be resilient; 5) Educate and be educated; 6) Lead yourself and others; and 7) Serve as the catalytic ignition for patient advocacy.

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 comply with the [Graduate/Professional School Catalog](#).

Core Faculty Expectations for Students Prior to Clinical Experience

Progression towards entry-level clinical performance is assessed each semester through Professional (Clinical) Experience and Integrated Clinical Experience coursework. Learners will complete 1,024 practicum hours or 32 weeks (about 8 months) of full-time clinical education 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 1120 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 Clinical Education Team will establish working relationships with clinical faculty and their associated facilities, locally and throughout the United States. There is a continuous development process for clinical sites, ACCEs/CCCEs and CIs through in-services, professional meetings (national, state, and local), continuing education courses. The DCE assisted by the ADCEs 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. Regular updates are provided to core faculty members 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 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 Site Evaluation Form documents, which are accessed in software management system.

All clinical education sites will be visited in person or virtually by the DCE, ADCE, or a designated DPT faculty member prior to or during student placement. These visits are conducted to assess the quality of the clinical education environment and to determine if additional support or resources are needed to optimize the student learning experience.

The ULM DPT Program Advisory Board's Clinical Education Responsibilities

The Program Advisory Board consists of the Program Administrators, community members, clinicians, and program alumni. The responsibility of the Board pertaining to clinical education includes reviewing and assessing 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.

Clinical Education Participants

Director of Clinical Education

The Director of Clinical Education (DCE) reports directly to the Associate Program Director. The Director of Clinical Education (DCE) has several duties in the Department of Physical Therapy Clinical Education, but the primary role includes overseeing the following:

- Management and coordination of the clinical education program at the academic institution
- Determination of the final clinical education course grade for all students
- Coordination of student placements at clinical sites
- Communication with clinical educators about the academic program and student performance
- The maintenance of clinical education sites
- Facilitation of the development of clinical education sites and clinical educators (CIs/CCCEs)
- Collaboration with faculty to discuss and implement plans for students struggling to meet minimum criteria prior to each clinical education experience
- Performance of site visits with students while on rotation
- Coordination of the didactic courses, Professional Development, Clinical Education, and Communication and Professional Development Reflective Practices

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:

- Management and coordination of the clinical education program at the academic institution as instructed by the DCE.
- Determination of the clinical education course grade for all students.
- Coordination of student placements at clinical sites under the direction of the DCE.
- Communication with clinical educators about the academic program and student performance
- Maintenance of information on clinical education sites
- Facilitation of the development of clinical education sites and clinical educators (CIs/CCCEs)
- Collaboration with faculty to discuss and implement plans for students struggling to meet minimum criteria prior to each clinical education experience
- Performance of site visits with students while on rotation
- Coordination of 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/Associate Program Director:

The Administrative Assistant to the Director of Clinical Education/Associate Program Director (AA) reports directly to the Associate Program Director. 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.
- Provide 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 confirmed by 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 effectiveness, their ability to provide student feedback, clinical competence, and strategies used to identify and address any challenges. By signing the attestation form, the CI acknowledges these expectations. The school communicates with the CCCE and the CI at various intervals to determine how effective they are as role models and clinical teachers. This information is collected and analyzed in for program improvement.

The ULM DPT Clinical Education Program Orientation Training is mandatory for first-time CIs. The training includes Overview of the Program, Clinical Education Policies & Procedures, CPI, and Trajecsyst (current data management system). 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.

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 data management system (**Appendix A-Trajecsyst Reporting System**).

CIs who are deemed to be ineffective will meet with the CCCE and Clinical Education Team 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 practices of the clinical education site and CI are 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 appropriate resources available to students.
9. The physical therapy personnel are adequate in number to provide an educational program for students.

10. Special expertise of the clinical education site personnel is available to students.
11. 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.
12. 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.”

Right 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/ADCE’s performance at the end of each clinical education experience using the Clinical Faculty DCE/ADCE performance assessment survey uploaded through data management system (**Appendix B – Trajecsys Reporting System**).
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.

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 one’s 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
 - d. Participation in the State's legislative process to improve community advocacy skills
6. The student is responsible for one's transportation and living expenses incurred during the clinical education experience.
7. The student is required to present a continuing education project (in- service, deliver a case study, or perform a service project) during each professional education course.
8. The student must have a current certification in Basic Life Support for Healthcare Providers (CPR and AED). The American Heart Association (AHA) BLS level C provider is preferred. Proof of BLS certification is required to be uploaded to data management system.
9. The student must provide evidence of current immunizations and health insurance coverage.
10. The student must maintain copies of all records submitted to any member of the Clinical Education Team.
11. The student must comply with all requirements outlined on the syllabus from University of Louisiana at Monroe for the respective professional education course.
12. The student is responsible for assessing the DCE/ADCE performance through the Trajecsys system at the end of each clinical experience using the Student Assessment of DCE/ADCE performance Survey.

Student Contact Information

A current list of students' names, addresses, and phone numbers will be maintained in the data management system. 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.

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 guaranteed 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)
 - 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 complete reflective assignments, as well as present a continuing education project on a topic agreed upon by both the CI and the student.
- Integrated Clinical Experience IV occurs in the **Spring** 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 complete weekly reflective assignments, as well as present a continuing education project on a topic agreed upon by both the CI and the student.
- 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 complete weekly reflective assignments, as well as present a continuing education project on a topic agreed upon by both the CI and the student.
- An optional Professional Education Experience can occur following completion of Professional Education IV. Students who elect to participate in this optional Professional Education Experience must enroll in PHYT 6870, Independent Study. Students must notify Clinical Education Team if they are interested in participating in this optional Professional Education Experience by January 31st of the previous year.

I. Clinical Education Course Policies

Compliance

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, the site is required to communicate site specific requirements to the Clinical Education Team after notification of student placement. 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 if attire is inappropriate, and an absence recorded. This absence will be required to be made up. Students requiring medical or cultural allowances for certain policies must have the approval of the Program Administrators.

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 facility 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. 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
- Groom hair, as well as beards, mustaches and sideburns; hair must not interfere with patient safety.
- 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 are required, with socks/stockings are acceptable
- Wear an appropriate lab jacket if required
- Always wear a name tag identifying as a Student Physical Therapist
- 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, shirts revealing excessive chest tissue, 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
 - 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 must notify the clinical instructor and the DCE/ADCE immediately whenever absences are unavoidable (e.g., illness, injury, or emergency). Completion of the Clinical Absence Request Form is required for any absence. The form may be accessed [here](#). Any absence from the facility may require the student to work additional hours at the end of their professional education experience or prior to the end of the concurrent semester.
- C. Students are allowed one day of excused absence for each full-time clinical. The student must notify the clinical instructor and the DCE/ADCE immediately whenever absences are unavoidable (e.g., illness, injury, or emergency). Extenuating circumstances will be determined on a case-by-case basis and decisions made per the discretion of the Clinical Education Team.
- D. Students are allowed up to three non-consecutive days for the death of an immediate family member (spouse, parent, sibling, child, grandparent, parent-in-law, son/daughter-in-law, or grandchild). Students with accommodations may receive extended leave.
- E. Students observe the holidays of the facility and not of the school, unless otherwise notified. Holiday site closures do not require the student to make up missed time. Facility holidays will not affect the 35-hour a week rule.

- F. Students may not request time off during clinicals for job interviews, vacation, or to work on other projects or presentations.
- G. Students must notify the DCE of any absence or schedule changes during the clinical.
- H. 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.
- I. Students may request time off from Professional Education experience for extenuating circumstances (e.g., attendant in a wedding). Completion of the Clinical Absence Request Form is required prior to leaving campus for the clinical experience. The form may be accessed [here](#). 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.
- J. A full time clinical is considered to be at least 32 hours of patient care per week. The student clinical hours are established by the clinical site. If a student is scheduled for >32 hours in their week, the hours above 32 are not considered optional and/or cannot be taken (or “comped”) for personal time. Students must complete the full duration of each professional education experience. Extenuating circumstances that prevent a student from completing the full duration of the professional education experience will be determined on a case-by-case basis and decisions made per the discretion of the Clinical Education Team.
- K. Students are expected to follow the schedule of their Clinical Instructor including weekends and/or holidays. Students are not expected to work > 40 hours per week.
- L. 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 upon approval, notify the Clinical Instructor.

Clinic Incident Report:

Students are required to immediately report any errors of omission or commission (incidents) involving a patient to both the Clinical Instructor and the DCE/ADCE. A patient de-identified incident report must be completed within 24 hours using the designated form located in the **Trajecsys System**.

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 and DCE/ADCE 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 DCE and the ULM Human

Resource Department as well as using the designated form located in the Trajecsys System 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)
- 32 Weeks of Clinical Education
 - A minimum of 6 weeks in an outpatient facility
 - A minimum of 6 weeks working with patients in an inpatient facility
 - A minimum of 6 weeks in a rural health facility
 - The program uses the most recent U.S Department of Health and Human Services definition of rural (<https://data.hrsa.gov/tools/rural-health>) and vulnerable and underserved (<https://data.hrsa.gov/tools/shortage-area/mua-find>).
- 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/ADCE will give the first option to students who still have requirements to be finished. Students still needing specific placement will participate in a separate lottery to select sites prior to the other students. 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/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 C** for the Clinical Placement Request form. The DCE has the final say on the site of 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 Trajecsyst, email, or alternative platform software. They will then create a list of 10 preferred clinical sites with their preferences from first to last.

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.

Any new sites added to the list of available sites after students have made their clinical placement selections and prior to contacting the clinical site may be offered to students to select subject to the order of the lottery pick. Students will be notified immediately when a new site is available and will be given the option to select the new site using the established lottery pick system. For site placements that have become unavailable, the Clinical Education Team has the right to give a new site directly to a student who's site has become unavailable without going through the lottery pick system.

The clinical site philosophy for patient care and clinical education is compatible with those of the ULM, School of Physical Therapy program. Clinical site ownership must abide by legal boundaries and APTA policies. For example, a physician cannot own the clinical 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, 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 sent to clinical education sites (CCCE/CI) via email prior to the scheduled clinical education experience start date. Clinical instructors are given access to student bios, CI orientation training, and other available resources through secure email communications.

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 4-6 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 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 dptclinicaleducation@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.
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 full-time post-licensure 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 ADCE 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 upon request:
 - Clinical Education Handbook
 - Clinical Education Philosophy
 - Clinical Instructor rights and privileges
 - Clinical Course Syllabi
 - 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 clinical education team reviews and analyzes the information for compliance and quality improvement.
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.

Evaluation of Clinical Instructor

Clinical Instructors are evaluated by several different methods:

1. The initial evaluation process evaluates whether the instructor meets the qualifications to serve as a clinical instructor during initial slot selection.
2. Students are required to complete the student evaluation of facility and **instructor** at the end of each clinical rotation. The clinical education team reviews and analyzes the information for compliance and quality improvement.
3. Communication and ongoing assessment of the instructor and processes surrounding student placements occur throughout the year and during student clinical rotations through reflective assignments.
4. The clinical instructors are assessed by the clinical education team during mid-term and final visits.

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 clinical instructor 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 the 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.

ULM DPT Non-Discrimination Policy

The University of Louisiana Monroe (ULM) is committed to fostering an inclusive and equitable campus community, free from unlawful discrimination, in accordance with all applicable federal, state, and local laws. As such, ULM strictly prohibits discrimination based on race, color, national origin, ancestry, citizenship, ethnicity, creed, religion or religious creed, sex or gender (including gender identity), marital status, sexual orientation, disability (physical or mental, including HIV/AIDS), medical condition (including cancer and genetic characteristics), pregnancy (including childbirth, breastfeeding, and related medical conditions), age, genetic information, military or veteran status, or any other characteristic protected by applicable law.

Additionally, ULM prohibits all forms of unlawful harassment, including Sexual Harassment, in the administration of its programs and activities. The University is dedicated to ensuring equal access and opportunity for all applicants, students, alumni, faculty, and staff, in alignment with legal and institutional commitments to diversity, equity, and inclusion.

All ULM DPT-affiliated clinical sites are considered extensions of the ULM learning environment and are required to adhere to this non-discrimination policy. Clinical partners are expected to uphold these principles, ensuring that students train in environments that reflect the values of equity, respect, and professional integrity.

Additional nondiscrimination information can be found in the Nondiscrimination, Anti-Harassment, and Anti-Retaliation Policy, located in the University Catalog.

If a clinical site is found to be in violation of ULM's non-discrimination policies, the Memorandum of Understanding (MOU) is subject to immediate termination to protect the integrity of the learning environment and the well-being of students.

If a student is found to be in violation of these policies, the matter will be promptly reviewed during program meetings and clinical education team meetings. The program will implement individualized interventions as appropriate, which may include remediation, professional development requirements, or disciplinary action in accordance with institutional policies. In cases of severe or repeated violations, the student may be subject to dismissal from the program to preserve the integrity of the learning environment and uphold a culture of equity and inclusion.

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 Administrator or a Program Administrator'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 Administrators 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 Administrator'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 Administrators
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 Administrators 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 Administrators, or if the complaint is against the DPT Program Administrators, 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 Director’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

Some clinical sites may require students to provide proof of current health insurance, including

the policy name, number, and effective date. If a student selects a site with this requirement, it is their responsibility to obtain and maintain appropriate health insurance coverage.

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.

- Students who wish to sign a declination form for any of the required vaccinations may still be required to wear a mask during patient care at certain facilities or may not be allowed at certain facilities.

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 Trajecsyst 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.
- All students are required to complete annual training on Occupational Safety and Health Administration (OSHA) standards, including Bloodborne Pathogens (BBP) training. Participation in this training is mandatory and must be completed each year to ensure compliance with safety regulations and to remain eligible for participation in clinical education experiences.

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:

[College of Health Sciences Student Background Check and Drug Screen Testing Policy](#)

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. DPT Student Lab Kit (i.e., goniometer, stethoscope, gait belt, reflex hammer, tape measure, timepiece second-hand).
2. ULM College of Health Sciences DPT program name badge with student's first and last name and title of "Student Physical Therapist." 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 (Trajecsys 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 Integrated Clinical Experience and Professional 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 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 Trajecsyst or alternative platform.

HIPAA

Students are provided Health Insurance Portability and Accountability Act (HIPAA) 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 Trajecsys 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

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. Official Facebook postings about departmental activities can only be made by students with approval of the Program Director, DCE, or RSO Advisor. 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 PT 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.
- 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, require a patient, or a legal representative of a patient, to grant informed consent. Informed consent includes clinicians providing information in lay terminology that allows the patient 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 before 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 to 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 3240 hours per week for the duration of their clinical experience. The student must complete the entire clinical rotation, including all required weeks, with an average of no less than 32 hours per week, unless otherwise indicated by the DCE/ADCE. The student must make up hours for any week with less than 32 hours without an

excused absence. Students are required to work the same schedule as their clinical instructor, no less than 32 hours per week and no more than 40 hours per week. This could include evenings or weekends. The student will need to make appropriate arrangements to work the schedule the clinical site requires.

III. Academic Policies and Procedures

Institution Policies and Procedures

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

[University of Louisiana Monroe Policies and Procedures](#)

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
- Counseling Center www.ulm.edu/counselingcenter/
- Special Needs at www.ulm.edu/studentaffairs/
- Library www.ulm.edu/library/reference.html
- Computing Center Help Desk 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/special.html

- 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 performance criteria prior to the culmination of their terminal clinical education experience. 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. The final grade of each course is determined by the DCE/ADCE which includes but is not limited to meeting CPI criteria for each experience.

By the end of the six weeks in PHYT 6450 Professional Education I students are required to have 100% of the CPI criteria at or above “Advanced Beginner Performance.”. Students are also required to have no unresolved safety concerns by the final course assessment.

By the end of the six weeks in PHYT 6650 Professional Education II, students are required to have 100% of the CPI criteria at or above “Intermediate Performance.” Students are also required to have no unresolved safety concerns by the final course assessment.

By the end of the ten weeks in PHYT 6750 Professional Education III, students are required to have 100% of the CPI criteria at or above “Advanced Intermediate”. Students are also required to have no unresolved safety concerns by the final course assessment.

By the end of the ten weeks in PHYT 6850 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 unresolved safety concerns by the final course assessment.

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 75% 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 80% or greater but includes a grade of less than 0% 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 Administrators approval. Questions regarding concepts pertaining to the exam should be directed towards the appropriate instructor.

Technology Requirements/Resources

Students in the ULM DPT program are expected to have basic proficiency with a variety of technologies to successfully complete coursework. This includes using the eLearning platform, sending emails with attachments, and creating and submitting assignments using Microsoft Word, Excel, and PowerPoint. Students should organize their files by course and week, save work regularly, and maintain multiple versions of assignments for backup.

Students must ensure their internet browser is up-to-date and properly configured for online learning. Additional tasks may include uploading various file types (Word, PowerPoint, Excel,

PDFs), recording and submitting videos or audio files, using social media for collaboration, and conducting research through the university library's databases with proper citations to avoid plagiarism.

Basic computer functions such as copying and pasting, as well as downloading and installing software, are also required. In some cases, students may need access to a webcam or other multimedia tools to meet course requirements.

Consequences of Failure in Clinical Courses

1. A student who does not meet the minimum requirement on the CPI during the final assessment of a full-time clinical experience will receive a grade of “D” or lower for that experience. As a result, the student will be dismissed by the Graduate School and must complete the student appeal process to be considered for readmission.
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/ADCE will immediately investigate the situation and determine an appropriate course of action based on the clinical education handbook.
3. Students receiving a “D” or lower 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 a student’s progression toward graduation and extend their anticipated program completion date. Additional tuition may apply for the remediation of physical therapy competencies that require enrollment in an Independent Study course and/or participation in a Standardized Patient Experience. Students who are required to repeat a clinical experience course will be responsible for the full tuition cost of the repeated course.
6. The location, duration, and type of clinical experience used to substitute for the remedial clinical experience will be determined by the DCE/ADCE in consultation with core faculty, the faculty mentor-coach, Professional Success Committee, and Program Administrators. Assignment dates and locations will be based on site availability.
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 permitted to continue didactic work with their cohort during the semester following an unsuccessful clinical experience.
9. 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.
10. 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.

11. If a student earns a grade of “D” or lower in two separate clinical experiences, they will be subject to suspension from the DPT program and must follow the due process procedures outlined in the ULM DPT Program Student Handbook and University Catalog.

Student retention:

Each student entering the DPT program at ULM will be assigned to 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 Professional 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 on 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.

Student progression:

Academic progress is monitored throughout the program. Any performance concerns will be communicated by the primary faculty member to the Program Director. Specific academic expectations required to progress to full-time clinical experiences include successful passing of all clinical competency skills checks and physical therapy laboratory practical and exams and successful completion of all coursework leading up to each full-time clinical experience with a minimum 3.0 GPA average.

Student remediation:

The remediation process is activated when a student receives a grade of <75% 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 by the end of the given semester on the designated clinical performance evaluation 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.

Students who are unable to successfully remediate will receive a failing grade in the associated course and dismissed by the Graduate School.

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 plan of study will be collaboratively developed by the Program Administrators, Director of Clinical Education, core faculty, and the re-admitted student. Students are allowed only one opportunity for readmission to the program. If a student is admitted to the ULM DPT program twice and dismissed on both occasions, they will no longer be eligible to reapply.

If a student fails a Competency Skills Check because of safety-related issues or fails to achieve at least 75%, 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 75% for the skills, the student will receive a failing grade in the course and will be placed on academic suspension.

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, 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, Provost, or appropriate College Dean, such action is appropriate to protect the health or safety on any individual, or to preserve the orderly operation of the University. (See the ULM 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.

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: [ULM Graduate Catalog - Physical Therapy, DPT](http://ulm.edu/graduate-catalog-physical-therapy-dpt)

The University Student Handbook can be accessed on the ulm.edu website or directly at: <https://www.ulm.edu/studenthandbook/>

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 Clinical Course Coordinator and the DCE in consultation with the student. Arrangements for the incomplete and its removal must be approved by the course coordinator /DCE and Program Director 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 Administrators of Physical Therapy. The Program Administrators 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 Administrators chooses to meet with the student and/or the faculty member. After reviewing all information, the Program Administrators 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 Administrators. The Program Administrators 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 Administrators chooses to meet with the student and/or the faculty member. After reviewing all information, the Program Administrators 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 Administrators. 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: Log In

Before Logging in to the CPI 3.0 Platform: You must have an APTA account to access the CPI 3.0 system. If you have previously had an APTA account, we encourage you to use that account vs creating a second account. Having multiple APTA accounts may cause issues when trying to access the CPI 3.0 system. To update your information on a previous APTA account, visit apta.org, click the "Log In" button at the top middle of the screen, enter your credentials, click the "My Profile" button on the top right of the screen, click "My Account" at the top left of the screen, and "Contact Information". If you cannot remember the password to your previous account, click the "Forgot your password?" button above the orange "Log in" button. Follow the prompts to reset your APTA account password. For APTA username and password issues, please contact APTA's Member Success team at membersuccess@apta.org or 800-999-2782 from 8am-6pm ET Monday - Friday. If you do not have an APTA account, please visit apta.org and click "Log In" at the top middle of the page. Under the orange "Log in" button, you will see the options to "Become an APTA member" or "Create a free account". Follow the prompts to create an APTA account. Confirm with your educational program which email address you should use (i.e., school or personal email address). Take the free APTA CPI 3.0 – PT Student Training or APTA CPI 3.0 – PTA Student Training in APTA's Learning Center. PT Students:

<https://learningcenter.apta.org/products/apta-cpi-30-pt-student-training>

When logged into the Learning Center, click on the “profile” tab on the left side of the screen. The email address listed on this screen is the email address associated with your APTA account. How to Log in to the CPI 3.0 Platform: Go to the CPI 3.0 platform: <https://cpi.apta.org/login>

Click on the “Login” button in the top right of the screen. This will take you to the APTA Login page. Enter your APTA Login credentials. This is the same username and password you used to take the CPI 3.0 Training on APTA’s Learning Center. Potential Error Messages: “Invalid Username or Password” For APTA username and password issues, please contact APTA’s Member Success team at membersuccess@apta.org or 800-999-2782 from 8am-6pm ET Monday - Friday. If you cannot remember your account password, click the “Forgot your password?” button above the orange “Log in” button. Follow the prompts to reset your APTA account password. “This account is not associated with any program or user role.” Contact the educational program to gain access to the CPI 3.0 portal. “Access denied due to not completing the CPI 3.0 Training. Please complete the CPI 3.0 Training at (website) to gain access to the system. Once you have completed the training, please refresh your screen to update the CPI 3.0 system to grant you access.” If you have not completed the APTA CPI 3.0 – PT Student Training (for SPTs), please review the instructions above on how to complete the training. If you have completed APTA CPI 3.0 – PT Student Training (for SPTs), please contact the CPI 3.0 team at cpi@apta.org or 800-999-2782 x8582. Read and agree to the Terms of Use & Privacy Policy. That is it! You are in the CPI 3.0 portal and will be brought to your dashboard page. After Logging on to the CPI 3.0 Platform: To access the PT/PTA Student User Guide, click on the white circle with a blue question mark icon at the top right of the screen. These instructions will explain the different functions of the system. If there is a CPI 3.0 system issue, APTA will add a message on the CPI 3.0 portal Login page (<https://cpi.apta.org/login>). We will remove the message when the issue is resolved. For any questions about the CPI 3.0 tool, please contact the CPI 3.0 Team at CPI@apta.org or 800-999-2782 x8582.

PT CPI Web Instructions for a Student: Utilizing CPI

PT CPI 3.0 training must be completed prior to utilizing the CPI. Please complete at [APTA PT 3.0 CPI Training for SPTs](#). Once you have completed the training, upload your completion certificate to Canvas.

Go to <https://cpi.apta.org>

Click Login.

Log in to your account using your APTA login credentials. Please make sure that you have completed the training using the email address that was used to add you to the system. If these emails are different, you will receive an error message and must contact the DCE for additional assistance.

Agree to the Terms of Use.

For login questions/issues: Email membersuccess@apta.org or call 800-999-2782 (APTA). This includes situations of multiple APTA accounts, password reset, and updating email addresses. Users can also update their email address themselves by going to Contact Information. Please do not create a new account if one currently exists in the system.

The CPI 3.0 dashboard shows a comprehensive and dynamic view of student competency levels. Use the dashboard filters to sort information. PT students will only see their own personal information on the student dashboard.

Select specific Domains and Competencies and mouse-over each competency score for additional information.

PT Assessments are assigned by the DCE. Use PT Assessments complete or review assessments and track assessment completion progress.

APTA Rubric evaluations have been created and mapped by APTA administrators. Click the action to Start an assessment, or click “Continue Self-Assessment” once the assessment has been opened. This button will change to read “View Self-Assessment” when completed.

- Verify the name and evaluation (Midterm vs Final), then complete the rubric by selecting the appropriate response for each criterion.
- Clicking on a rating will automatically save the rating for that criterion.
- Click “View Description” to see the description of each criterion.
- Click “More Behaviors” to see all sample behaviors for each criterion.
- Add criteria level comments on Areas of Strength and Areas for Development. You must click to another area after making a comment for it to auto-save.
- Scroll to the end of the rubric to add comments for an Overall Summary.

Clicking on a rating will automatically save the rating for that criterion. You must click to another area after making a comment for it to auto-save.

Save As Draft allows you to save an incomplete rubric without publishing it to other areas in

Rubrics saved as a draft will remain in progress until edits are complete and submitted.

Submit Once you click submit the rubric is complete. You will not be able to make any edits. Please review your comments and selections carefully, then click Submit.

Back brings you back to the PT Assessments page.

If you need to make edits to your assessment, please contact your DCE/ACCE to have them unlock the assessment.

Throughout the clinical experience, students and CIs may submit “Significant Concerns” to the DCE/ADCE. These comments pertain to incidents that have occurred throughout the clinical experience or situations that are of concern to the student or clinical instructor(s). They can submit these concerns at any time.

When a Significant Concern is reported, the DCE and ADCE will receive an automated email notification. The Significant Concern button will populate as a red button next to the assessment—clicking on it will open the dialog box.

Here, you can review your comments and any replies that have been shared with you. This field is not required to complete an assessment, if no significant concerns arose during the clinical experience, please do not fill out this field.

Please note: The Significant Concerns box functions as a notification service, not a communication service.

PT CPI Web Instructions for a CI

PT CPI 3.0 training must be completed prior to utilizing the CPI. Please complete at [APTA PT 3.0 CPI Training for CIs](#). Once you have completed the training, please email dptclinicaleducation@ulm.edu with your completion certificate.

Go to <https://cpi.apta.org> Click Login. Log in to your account using your APTA login credentials. For login issues: Email APTA Member Success or call 800-999-2782 or 703-684-2782. Agree to the Terms of Use. The Dashboard appears. The dashboard shows a comprehensive and dynamic view of student competency levels. Use the dashboard filters to sort information by Mid-Term or Final Assessment, Cohort, Batch, Clinical Experience and Student. Select specific Domains and Competencies and mouse-over to see the score for each competency for additional information. PT Assessments are assigned by the DCE. Use PT Assessments complete or review assessments and track assessment completion progress. APTA Rubric evaluations have been created and mapped by APTA administrators. Click the Action for your selected student to Start or Continue an assessment. If the assessment is complete, click the Action to View the assessment. Verify the student's name and evaluation, then complete the rubric by selecting the appropriate response for each criterion. Add criteria level comments on Areas of Strength, Areas for Development and Remediation Plans by clicking the comment icon for each criteria. Then Save. Scroll to the end of the rubric to add comments for an Overall Summary and Performance Concerns. Check the Send Email to DCE box to send an email notification to the DCE when you have a Significant Concern. Note: The email will be automatically sent when "Save as Draft" or "Submit" is clicked. These comments will be shared with the students after the DCE/ADCE reviews them. Save As Draft allows you to save an incomplete rubric without publishing it to other areas. Rubrics saved as a draft will remain in pending status until edits are complete and submitted. Submit Once you click submit the rubric is complete. You will not be able to make any edits. Please review your comments and selections carefully, then click Submit. Back brings you back to the PT Assessments page and changes will not be saved.

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	
PHYT 6120 Clinical Inquiry I	
PHYT 6130 Professional Development I	
PHYT 6140 Cultural and Rural Health I	
PHYT 6150 Integrated Clinical Experience I	
Subtotal	15

Spring Semester (First Year)

Courses	Credits
PHYT 6200 Functional Anatomy II: Neurological System	
PHYT 6260 Neurophysiology and Motor Control	
PHYT 6270 Clinical Skills Development	
PHYT 6280 Clinical and Applied Exercise Physiology I	
PHYT 6250 Integrated Clinical Experience I	
Subtotal	15

Summer Semester (First Year)

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

Fall Semester (Second Year)

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

Spring Semester (Second Year)

Courses	Credit
PHYT 6500 Functional Anatomy III: Cardiopulmonary System	
PHYT 6580 Assessment and Management of the Cardiopulmonary System	
PHYT 6510 Assessment and Management of the Musculoskeletal System III	
PHYT 6570 Patient Management Across the Lifespan II	
PHYT Integrated Clinical Experience IV	
Subtotal	14

Summer Semester (Second Year)

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

Fall Semester (Third Year)

Courses	Credits
PHYT 6700 Functional Anatomy V: Genitourinary System	
PHYT 6790 Assessment and Management of the Genitourinary System	
PHYT 6720 Clinical Inquiry III	
PHYT 6750 Professional Education III	
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. Appendices

Appendix C: Clinical Education Placement Request Form

Appendix D: Clinical Education Agreement

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

Appendix F: Flight Path

The following documents can be referenced in the Trajecsyst reporting system.

Appendix A: Student Assessment of Clinical Experience and Instruction

Appendix B: Clinical Faculty DCE Assessment

Annual Attestation Form

Clinical Instructor Attestation Form

Clinical Education Handbook Attestation Form

End of Week 1 Questionnaire

Student Assessment of DCE

Weekly Planning Form

Appendix C: Clinical Education Placement Request Form

REQUEST FOR CLINICAL PLACEMENTS (YEAR) (Sent through Trajecsys or alternative platform System)

Please Return by **Date**

Director of Clinical Education

Email

Facility: _____

CCCE: _____

Address: _____ Email: _____

Phone _____ Fax: _____

PT 6450 Professional Education I

	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 D: Clinical Education 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, Hanna Hall 241, Monroe, LA 71209 (hereinafter referred to as “School”), and **Facility Name, Address, City, State, Zip Code** (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.

9. Miscellaneous.

- (a) All notices, request, demands, and other communications required or permitted to be given or made under this Agreement shall be in writing with confirmation of receipt of delivery, and shall be sent by personal delivery, certified or registered United States mail, return receipt requested, or overnight delivery service. Notices shall be sent to the addresses set forth below:

If to School: University of Louisiana Monroe
700 University Avenue
Hanna Hall 241
Monroe, LA 71209
Attn: College of Health Sciences Dean

If to Clinical Education Site: Facility Name
Address
City, State, Zip Code

- (b) No provision of this Agreement or any breach thereof shall be deemed waived unless such waiver is in writing and signed by the party claimed to have waived such provision or breach. No waiver of a breach shall constitute a waiver of or excuse any different or subsequent breach hereof.
- (c) Neither party may assign its rights or delegate or subcontract any of its obligations under this Agreement, without prior written consent of the other party. Notwithstanding the foregoing, Clinical Education Site may assign any of its right and obligations hereunder to any entity that is an affiliate or successor of Clinical Education Site without prior approval of School.
- (d) Nothing in this Agreement shall be construed to create (i) a partnership, joint venture or other joint business relationship between the parties or any of their affiliates or (ii) an employer/employee relationship between the parties.
- (e) This Agreement may be executed in one or more counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same document. In making proof of this Agreement, it shall not be necessary to produce or account for more than one such counterpart executed by the party against whom the enforcement of this Agreement is sought.
- (f) This Agreement (i) represents the entire agreement between Clinical Education site and School with respect to the subject matter of this agreement, (ii) supersedes all prior and contemporaneous agreements, understandings, representations and warranties relating to the subject matter of this Agreement, and (iii) may only be amended, canceled or rescinded by a writing signed by both parties.
- (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: 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:

Appendix E: 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 F: Doctor of Physical Therapy Program WARHAWK Flight Path

