

# Clinical Education Faculty Manual



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**Northeastern University**  
**Bouvé College of Health Sciences**  
**School of Health Professions**  
**Department of Physical Therapy**

**Mission Statement**

The Mission of the Department of Physical Therapy is to serve the profession of Physical Therapy, the university, and local and global society. The cornerstone of our program is experiential learning, which includes cooperative education, simulated patient interactions, service learning, clinical research, and international humanitarian opportunities. Through this unique, multifaceted approach to learning we:

- Educate skilled, autonomous, doctors of physical therapy who embrace evidence-based practice, are culturally competent and are equipped to work in a complex global health care environment
- Promote professionalism, humanistic values, resourcefulness and innovation, and commitment to life-long learning

Advance scholarship in areas related to physical therapist education and clinical practice to meet the changing needs of a global and technologically advancing world.

**Physical Therapy Department Teaching Philosophy**

The Physical Therapy Department's educational philosophy recognizes that becoming a physical therapist is a developmental process that allows students the opportunity to take risks, learn from mistakes, and continue to grow. We are committed to a process of actively-engaged learning that occurs in the classroom, the research laboratory, the community, clinical settings and internationally. We strive to provide challenging and leading-edge academic content in an environment supportive of professional development. Our educational philosophy is based upon a strong foundation of biological, psychological, social, and clinical sciences; experiential learning; evidence-based practice; ethical and professional expectations. This is supported by a commitment to promoting and improving the health of clients and society locally, nationally and globally. Academic content is student-centered and delivered using both traditional and innovative teaching methods including, but not limited to: lectures, small group projects and discussion, multimedia presentations, expert panel discussions, brainstorming, problem-based approaches, case studies, faculty-led research, patient simulation, virtual and online learning activities, and self-reflection. Experiential learning, a cornerstone of our curriculum, is embedded in academic course requirements including clinical education, cooperative education, service learning and capstone projects. Documents that support our educational philosophy include the APTA Normative Model, APTA Generic Abilities, APTA Guide to PT Practice, Core Values Document, and the Northeastern University Academic Plan of Experiential Learning.

# CLINICAL EDUCATION MANUAL

Northeastern University  
Department of Physical Therapy

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## INTRODUCTION

The *Department of Physical Therapy* at Northeastern University is housed in the School of Health Professions, which is one of three schools within the Bouvé College of Health Sciences. Students are admitted into the program as freshmen and are awarded a Bachelor of Science degree in Rehabilitation Sciences upon successful completion of the fifth year. The program culminates in the sixth year with the award of an entry-level Doctor of Physical Therapy degree.

Experiential learning is an essential and integral component of the program. Cooperative education and clinical education together form this aspect of the curriculum.

*Cooperative Education* provides the foundation. Beginning after the sophomore year, students complete two, six-month periods of paid employment in a field related to physical therapy. Many of our students work as aides in physical therapy departments, while others are placed in related positions, such as nursing assistants and receptionists. This early experience helps to prepare students for clinical education, as it offers them the opportunity to interact with a variety of health care professionals, patients and patients' families. Our students enter the first clinical education experience feeling comfortable in the work place and ready to develop higher level cognitive and psychomotor skills.

*Clinical Education* is an essential component of the Physical Therapy program. Clinical education experiences play a valuable role in an individual's transition from student to independent health care professional. It is our goal to continually develop and expand our professional clinical experiences to meet the needs of our students in light of the changes in today's health care environment. The Department is committed to providing the resources needed to maintain a clinical education program that is mutually beneficial to our students and our clinical affiliates.

### CLINICAL EDUCATION OFFICE

The Clinical Education office of the Department of Physical Therapy coordinates clinical education experiences. The Clinical Education office is located in 308 Robinson Hall (RB). The main telephone number is 617-373-5200. The fax number is 617-373-7930. Faculty and staff are comprised of a Director of Clinical Education (DCE), two Academic Coordinators of Clinical Education (ACCEs) and an Administrative Assistant. Questions and concerns are welcomed at any time.

## **CLINICAL EDUCATION FACILITIES**

Clinical education experiences are established based on the educational opportunities offered, the type of specialty practice provided, and geographic location. University or clinical faculty may initiate an affiliation agreement. Students are encouraged to bring ideas and requests for new sites to the ACCEs for consideration, but are not permitted to contact any site directly to negotiate a contract and/or placement.

Northeastern University seeks affiliates who are committed to student education. The majority of our clinical sites have a designated Center Coordinator of Clinical Education (CCCE). The CCCE oversees all matters relating to the student program and determines the readiness of clinicians to become clinical instructors (CI), once they meet the one-year minimum experience requirement.

## **CONTRACTUAL AGREEMENTS**

All contracts are negotiated by our contract specialist with the Center Coordinator for Clinical Education (CCCE) or other designated person at the clinical facility. A written contractual agreement executed by both the University and the clinical facility must be in place before students will be allowed to begin a clinical experience with a new facility. The primary purpose of the contractual agreement is to define the responsibilities of each party with respect to each other and to the students. Some features which are covered include: malpractice liability insurance coverage, right of the clinical site to request the University to remove any student upon good cause duly shown, health requirements, educational preparedness, and commitment to the principles of equal opportunity and affirmative action as required by federal law.

## **INSURANCE**

Students registered for Clinical Education 1, 2, and 3 are charged a fee to obtain liability insurance coverage through Northeastern University. Under this plan, the student is covered for one million dollars per occurrence and three million dollars per aggregate. As such, the student does not have an individual policy but is covered under the University group plan. It is the responsibility of the student to clear any potential blocks to registration (bursar, registrar, etc.) before going out on a clinical experience. Unregistered students are not covered under the liability insurance policy and cannot participate in Clinical Education.

All Northeastern University students are required to have health care insurance coverage. Students have the option to participate in the University's Blue Cross and Blue Shield health insurance plan. If the student refuses this option, they must have personal or family health insurance coverage. It is not the responsibility of the clinical education facility to offer or provide health insurance to the students.

Affiliating students are not considered employees of the clinical site so are not entitled to employee benefits. Specifically, they are not covered under the Workers' Compensation

Act. In the case of an accident or emergency, the affiliate should provide emergency care at the student's expense. If a student is covered by the University's health plan, he/she must notify the University Health & Counseling Services at 373-2772 to inform them of such care.

## **HEALTH CLEARANCE**

The University, along with our affiliates, requires that students have a health assessment and appropriate immunizations including, but not limited to, Hepatitis B and TB test prior to the Clinical Education 1. A complete list of Northeastern University's Health Clearance Requirements can be found in the Appendix on page 16. An update of certain health information prior to the start of Clinical Education 2 & 3 may be necessary, depending on affiliate requirements.

It is the student's responsibility to obtain the proper Health Clearance Form from the University's Health and Counseling Services and present it to the CCCE at each clinical site no later than the first day of the clinical experience.\*

It is the student's responsibility to be aware of the health clearance policy and to insure that all necessary items are completed. It is also the student's responsibility to be aware of any specific health requirements of the affiliating site and to comply with these requests. The ACCEs confirm that each student has obtained a University Health and Counseling Services approved Health Clearance Form prior to beginning Clinical Education 1. It is the student's responsibility to update the health clearance form as needed for Clinical Education 2 & 3.

## **OSHA TRAINING**

Students are required to demonstrate a clear understanding of OSHA regulations regarding universal precautions and blood borne pathogens prior to attending the first clinical course.\*

## **HIPAA**

The Health Insurance Portability and Accountability Act of 1995 (PL-104-191) is a federal law which, among other things, requires that health care providers develop and implement policies and procedures to ensure the integrity and confidentiality of patient information. Students are required to demonstrate an understanding of the law prior to attending their first clinical education experience.\*

\*Northeastern University's Clinical Education Office keeps a copy on record.

**Northeastern University**  
**Physical Therapy Program**  
**RIGHTS AND RESPONSIBILITIES OF CLINICAL FACULTY**

**Rights and Privileges of Clinical Faculty**

- The CCCE has the right to schedule student clinicals so that patient care is not adversely effected
- Clinical Instructors have the right to value the quality of patient management over student learning
- Clinical faculty should expect prompt and effective communication with the Director of Clinical Education (DCE)
- Clinical faculty may refuse to allow students who are unsafe or incompetent to participate in clinical education at their site
- Clinical faculty should expect that students assigned to their site have been adequately academically prepared to meet the expectations set for the experience
- Clinical faculty have the right to expect that students will demonstrate the qualities of adult learners and contribute in a positive way.
- Clinical faculty are invited to request access to the University's on-line library by contacting the DCE

**Responsibilities of the Center Coordinator of Clinical Education**

- Coordinating the assignments and activities of students in a way that is consistent with the PT Program's curriculum
- Demonstrating ethical and legal behavior
- Communicating with the CI, student and DCE in an effective manner
- Reading all materials relating to the PT program and seeking clarification where necessary
- Monitoring the performance of clinical instructors
- Distributing all forms and information sent by the DCE to the student and clinical instructor

**Responsibilities of Clinical Instructors**

- Holding a valid PT license and having at least 12 months of clinical experience with the patient population to be seen by the student.
- Valuing the use of evidence in practice and encouraging the student to use critical inquiry effectively
- Demonstrating clinical competence and legal and ethical behavior
- Communicating with the student and DCE in an effective manner
- Modeling behaviors that are consistent with the PT program's values and philosophy (Clinical Education Faculty Manual).

- Collaborating with students to plan learning experiences that fall within the student's scope of knowledge and skill
- Reading all materials provided relating to the PT Program and seeking clarification where necessary
- Providing effective direct supervision for assigned students
- Providing effective and timely feedback regarding student performance
- Correctly completing the CPI at midterm and the end of each full time clinical practicum
- Submitting all forms/evaluations requested by the program
- Encouraging the student to self-assess

### **DCE Responsibilities**

The DCE is the course instructor for all full time practicum courses and awards the course grade. The DCE is responsible for planning, coordinating, facilitating, administering, evaluating and monitoring each student's performance during the course. The DCE serves as a liaison between the physical therapy program and clinical education sites. In cooperation with other academic faculty, the DCE establishes clinical education standards, selects and evaluates clinical education sites, and maintains communication among all parties.

Responsibilities include but are not limited to the following:

- Developing, conducting, coordinating and evaluating the clinical education program.
- Communicating necessary information about the clinical education program to core faculty, clinical education sites, clinical education faculty, and students and facilitating communication about clinical education among these groups as needed.
- Determining if the academic regulations, policies and procedures related to clinical education are upheld by core faculty, student, and clinical education faculty and taking appropriate corrective actions, when necessary.
- Using information provided by the clinical education faculty and other information as needed to assess student learning in clinical education experiences and assign a course grade.
- Determining if the clinical education faculty and sites are meeting the needs of the program.
- Assessing the performance of clinical instructors who supervise students during full time clinical experiences
- Establishing new clinical education sites
- In cooperation with other core faculty, determining each student's readiness to engage in clinical education, including review of performance deficits and unsafe practices of the student.

## **BENEFITS TO CLINICAL FACULTY**

While there are many responsibilities associated with supervising affiliating students, there are also many benefits and rewards. Some of these benefits are tangible and others arise from the rewards of supporting the next generation of physical therapists.

### **TUITION VOUCHERS**

Northeastern University is pleased to award tuition vouchers to participating clinical sites in recognition of the valuable guidance and supervision provided to affiliating students. For every two students trained, Northeastern offers one tuition voucher. This entitles the recipient to a tuition-free course at Northeastern University (not to exceed four semester hours of credit). A voucher is valid for any late afternoon, evening or Saturday course for which the recipient is qualified. Vouchers may be used for up to three calendar years from the time the students affiliated at your facility. Any employee of the clinical site, with the exception of full-time Northeastern University students, may use vouchers. A Tuition Voucher Application form is included in the Appendix. Please contact Khrystal DeHate for additional information at 617-373-5200 or [k.dehate@neu.edu](mailto:k.dehate@neu.edu).

### **PROFESSIONAL RECRUITMENT**

Clinical facilities find that having affiliating students is a pleasant and effective way to recruit new staff. As a prospective employer, you will have an opportunity to share with your students the unique career opportunities available at your facility. During the educational experience you will be able to observe the strengths and potentials of each student as they assume some of the roles and responsibilities required of your staff.

### **LIBRARY BENEFITS**

As a Clinical Faculty member at Northeastern University, you are entitled to obtain sponsored borrowing privileges from the Northeastern University Snell Library (<http://www.lib.neu.edu/>) as well as access to any online journals to which we subscribe. As a CCCE or CI you can access the library website through a Northeastern University Sponsored account. All CCCE's that offer us a guaranteed clinical spot as well as CI's that take one or more of our students are eligible for one year of library access. Please contact the Clinical Education Office for details on how to obtain this benefit.

### **Credit Union**

You are eligible for membership in the Northeastern University Credit Union, which offers a full range of services including savings and loans options. Access at <http://www.nufcu.neu.edu/>.

### **Blackman Auditorium Box Office**

You can receive discounted faculty tickets for theatre performances, the center for the arts, and campus activity productions. For available shows and times go to <http://www.centerforthearts.neu.edu/> or call 617-373-2247.

### **Campus Recreation**

Your faculty status makes you eligible for low cost “part-time employee” membership to our campus recreation facilities including the Marino Center, the Cabot Center, and the Badger & Rosen Squashbusters Center. At the Marino Center you will find state-of-the-art exercise equipment, a walking/jogging track, sauna, and aerobics classes. The Cabot Center houses three racquetball courts, an indoor track, an indoor soccer field, and a 25 yard indoor swimming pool with a diving section. The Badger and Rosen Center offers eight state-of-the-art squash courts, dry saunas, 52 workout stations and a spectacular view of the Boston skyline. For additional details visit <http://campusrec.neu.edu/>.

### **Bookstore**

Use your Husky Card to get a 15% discount on clothing and general trade books and a 10% discount on reference and textbooks. Access information at <http://northeastern.bncollege.com/>.

### **Husky Kids & Camps**

Your Husky Card entitles you to NU Employee discounts for the Women’s Basketball Camp for rising 2<sup>nd</sup>-8<sup>th</sup> graders and other camps of interest. For a listing go to <http://www.gonu.com/camps/>.

### **Speech-Language and Hearing Center**

Visit <http://www.slpa.neu.edu/center.html> to learn about services available for assessment, treatment, counseling, and referral services for children and adults with hearing, communication and/or swallowing problems.

### **Short Term Auto Rental**

You can obtain a personal Zipcar account for a low annual fee of \$25 with your NU Husky Card. Zipcar also waives security deposits and the application fee of \$150 for members of the Northeastern University Community. To sign up go to [www.zipcar.com/northeastern](http://www.zipcar.com/northeastern).

## **ADDITIONAL EDUCATIONAL BENEFITS**

### **Faculty In-service Presentations**

The Academic Coordinators of Clinical Education (ACCEs) at Northeastern University are available for support or consultation regarding the clinical education process. We can offer you advice on establishing a new clinical education program, assistance on how to more effectively handle a specific student situation, implementing alternative teaching models, and assisting on how to more effectively handle a specific student situation. In addition, all of our Clinical Professors are available to offer specific clinical in-service education upon request.

### **Student In-services and Projects**

Students are expected to provide at least one professional presentation or complete one administrative project during each clinical experience. Presentations or projects may be in the form of a case study, journal article review, the development of an exercise protocol, or an in-service focused on one particular area of interest to the staff of the clinical site that supports evidence-based practice.

### **Clinical Faculty Institutes**

Each year the New England Consortium of Academic Coordinators of Clinical Education (NEC-ACCE) offers a Clinical Faculty Institute (CFI). This one-day workshop is organized by the ACCEs and is offered to clinical staff at each facility that has a student program with a school participating in NEC-ACCE. The Institute is held each year at a convenient New England location and is offered free of charge to clinical affiliates.

The CFI provides continuing education on issues related to clinical education and serves as a valuable forum for networking. Recent CFI topics have included: Issues of Diversity, Alternative Models of Clinical Education, The Impact of the American's with Disabilities Act on Clinical Education, Stress Reduction, and Evidence-Based Practice. The NEC-ACCE calendar of events can be found at the web address <http://www.necacce.org>.

## **PROFESSIONAL GROWTH AND REWARDS**

There are many intangible rewards that come from mentoring students. Most therapists enjoy the renewing energy and vibrancy that students bring to the clinical setting. Student questions, enthusiasm and new ideas can be stimulating. Some Clinical Instructors (CIs) find they truly enjoy working with students and go on to become Center Coordinators of Clinical Education (CCCEs) or part time faculty members in Physical Therapy programs. Many Clinical Instructors find great satisfaction in knowing they have facilitated the growth of a future physical therapist.

## **CLINICAL EDUCATION PROCEDURES**

Clinical Education takes place during the sixth and final year of the DPT program at Northeastern University. Clinical Education 1 is scheduled for an 8 weeks during May and June. Clinical Education 2 is 10 weeks and takes place September through November. Students participate in Clinical Education for 12 weeks from January through March. A full Curriculum Plan is included in the Appendix.

### **CLINICAL EDUCATION ASSIGNMENTS**

Every effort is made to vary students' clinical experiences by having them affiliate at a different types of facilities, which include urban general hospitals, community hospitals, rehabilitation centers, community agencies and specialized facilities (i.e. pediatric facilities, geriatric facilities, sports medicine clinics, private practices, home care and burn units). We strive to provide each student with one in-patient, one out-patient, and one specialty area of clinical education. Changes in facility rotations, cancellations, and other unexpected circumstances occasionally create the need to reassign a student after initial placement. Clinical sites are notified in writing when a student is placed at a facility.

### **STUDENT DATA FORM**

Students are required to complete a Student Data Form for each clinical education experience. This form is designed as a self-evaluation tool and as a way for the student to highlight his/her learning style and experience. Students are responsible for sending this completed form to assigned clinical sites. CCCEs and Clinical Instructors (CIs) find this information helpful in planning a meaningful clinical experience for students.

### **ATTENDANCE AND TARDINESS**

Students are required to attend each day scheduled by the clinical education facility. The student must adhere to the schedule established by the CCCE at the clinical site. This may involve a non-traditional schedule such as working four ten hour days, working on a weekend, or working an unconventional shift. If the student is occasionally requested to work more than forty hours per week, this may be counted as make-up time.

Three days of absences are allowed across all three clinical experiences. The student is not allowed to use these days as travel days or for personal business. Any additional days of absence must be made up in a manner that is acceptable to the clinical site. When an absence cannot be avoided, the student must notify the CI or CCCE as soon as the clinic opens. Students are also required to call the University ACCE on any day of absence.

Tardiness is not acceptable. In the event of an emergency, the student must call the clinic as soon as possible to notify the CCCE or CI of the situation. All missed time must be made up at the CI's convenience. Three episodes of unexcused tardiness will result in a failing grade for the course.

## **DRESS CODE**

All students are expected to dress in a neat, modest, professional manner while completing clinical education experiences. It is the student's responsibility to abide by the dress code of the facility and to know what that is prior to the first day of clinical education experience. If the student does not meet the dress requirements of the clinical site, the CI or CCCE has the right to ask the student to leave and return with the appropriate attire. Missed time must be made up.

Students are also expected to be neatly groomed at all times. Long hair must be tied back, nails should be short and neat and unpolished. The use of artificial finger nails is not allowed. Any jewelry that may interfere with the safety or effectiveness of patient treatment should be minimized. Students are asked to refrain from the use of colognes or scented cosmetics as patients may be sensitive to fragrances. "Appropriateness" of the student grooming and attire is determined by the CCCE and/or CI at the clinical site.

Each student is provided with a name tag that should be worn in a clearly visible location each day of the clinical experience. The name tag states the student's name and "Physical Therapist Student". Each student is required to wear a watch with a second hand and his/her own lab coat if one is required by the clinical site.

## **STUDENT EVALUATION**

Throughout Clinical Education 1, 2 & 3, students are evaluated on their performance in several areas according to the guidelines of the Clinical Performance Instrument (CPI). Students must achieve the minimum competencies indicated to achieve a passing grade for each of the clinical education experiences.

Northeastern University uses the online version of the CPI, but students have access to a pdf version which can be used by student and clinical instructor. Both students and CIs are expected to complete the CPI at midterm and final points of the clinical education experience. We recommend that students and CIs review the CPI at the beginning of the clinical education experience to become familiar with the expected competencies. Some clinical instructors find it helpful to ask the student to identify areas he/she would like to improve or strengthen during the clinical and to establish individualized goals. It is expected that the student and CI will meet regularly to discuss the student's progress. If, at any time during the experience, either the student or the CI feels the student is having difficulty with the clinical education experience, the ACCE should be notified.

We recommend Weekly Progress Reports be used to provide a formal mechanism for tracking student progress, particularly in areas of concern. A copy of this form is included in the Appendix.

## **MIDTERM CONFERENCE**

Midway through each clinical education experience, the CI and the student meet to formally review the student's performance as measured on the CPI. Progress and areas for improvement should be noted and goals for the remainder of the experience should be set. Both the student and the CI are asked to sign off the midterm CPI. ACCEs can view these documents. The student's sign-off indicates that the student has reviewed the document, but it does not indicate necessarily agreement with the review. If the student disagrees with the CI review at midterm, the student is expected to contact the assigned ACCE.

The assigned ACCE or another clinical faculty member will contact the clinical site at or about the midterm. Ideally, the University faculty member will be able to interview both the CI and the student. The CCCE may also participate in the midterm conference. Depending on the distance from the University and the needs of the clinical site and the student, this interview will either involve a site visit or a telephone interview. If time and schedules permit, the faculty member may wish to observe the student during a patient evaluation or treatment session.

The purpose of the midterm conference is to ensure that the clinical education experience is going well for all involved (students, CCCEs and CIs) and that the educational objectives are being met. This conference provides University faculty with an opportunity to help identify any problems and address these with an Action Plan. See page 17 for a copy of this form.

The midterm conference provides an opportunity to discuss student's strengths, areas for growth, learning style, and goals. The student's feedback is an important component of this discussion. If the student is having difficulty achieving the required level of competency, an Action Plan will be developed. This plan will identify specific goals, which need to be reached, and strategies that will be employed to remediate the deficiencies in order for the student to pass the course. The faculty member, the CI, and the student will sign the Action Plan. Faculty members will follow-up with phone calls or visits as deemed necessary. The goal of the Action Plan is to help the student and clinical instructor(s) work together to facilitate successful completion.

Midterm conferences also help to promote effective communication between the Northeastern University faculty and the faculty at our clinical sites. It enables the ACCEs and the clinical faculty to learn about the unique educational opportunities available at each facility, to establish working relationships, and ultimately, to help facilitate optimal matching of future students with sites.

In addition to the midterm conference, the ACCE is always available to offer assistance to sites and students should any questions or concerns arise during the clinical education experience. The student, CI, and/or CCCE are encouraged to call the ACCEs at any time and for any reason.

## **FINAL CONFERENCE AND GRADING**

At the end of the clinical experience, the student and the CI will again meet formally to review the completed CPI and sign off. In accordance with APTA and University policies, the ACCE is responsible for assigning the final grade, and this is done according to the criteria described below. Assigned grades are based on the information contained in the CPI and/or consultation with the student, CI and CCCE. The type of clinical rotation, type of patient diagnoses treated, degree of challenge presented, pace, and expectations of the clinic are all considered. Students will receive a grade of Satisfactory, Unsatisfactory, Withdrawal, or Incomplete. Any student who does not meet the minimum passing criteria for any clinical education experience cannot receive a grade of Satisfactory. Any course which does not end with a grade of Satisfactory must be repeated. Criteria for grading are as follows:

### **Satisfactory**

- Minimum competency levels, as defined for each course, have been reached by the end of the clinical experience. See the Appendix, Course Expectations for clinical education starting on page 21.

### **Unsatisfactory**

- Minimum competency levels, as defined for each course, have not been reached by the end of the clinical experience;
- The gap between student competence and clinic expectation is so great that the student will be unable to meet the objectives and is asked to leave the facility before the end of the assigned timeframe; or
- The CCCE requests removal of the student for good cause (e.g. insubordination, non-compliance with policies or procedures, unsafe, unprofessional, or unethical behavior).

### **Withdrawal**

In addition to University policy, the following criteria must also be met to receive a grade of Withdrawal:

- Student is unable to complete the clinical due to illness (medical documentation is required);
- Student is unable to complete the clinical experience due to family crisis or emergency; or
- Student, CCCE, and ACCE agree that the site is unable to meet or accommodate the student's learning needs.

## **Incomplete**

According to University grading policies, the period for clearing an Incomplete is restricted to one calendar year from the date it is first recorded on the student's permanent record. A grade of Incomplete is warranted if the following criteria are met:

- For CPI Criteria 1-4, the student has reached the competency level required for this clinical course; and
- The ACCE has determined that failure to meet minimum competency levels required for this clinical experience for Criteria 5-18 is due to extenuating circumstances.

## **COMPLIANCE WITH POLICIES AND PROCEDURES**

The Physical Therapy Department emphasizes to each student the importance of abiding by all rules and policies of the clinical site. The CI and the CCCE have the right to enforce the rules and policies of the facility and to expect that the student will follow the rules and policies of the University as established in this manual. The clinical education site has the right to request the University to remove any student upon good cause. Should any problem arise with non-compliance of rules and policies, the CCCE or CI should notify the ACCE who will immediately assist the facility and the student in resolving the difficulties. If no mutually satisfactory resolution can be reached, the student will be removed. Any insubordinate, unsafe or unethical behavior, which results in the clinical site requesting removal of a student, will automatically result in a grade of Unsatisfactory for that student.

Failure to report to the clinical site on any assigned day or leaving the clinical site without permission of the CCCE or ACCE will result in removal from the site and a failing grade. This excludes emergencies or sick days for which prior permission is not possible. Documentation will be required for any extended period of illness or emergency.

## **PROFESSIONAL BEHAVIORS**

Physical therapy students are expected to display professional behavior both in the classroom and in the clinic. These behaviors include, but are not limited to, the following:

- Students are expected to arrive in the clinic on time, prepared, and dressed appropriately.
- Students should understand that “on time “prepared and “appropriately” are defined by the situation or task at hand or by the supervisor and may vary from one situation to another.
- Students should maintain an attitude appropriate to the professional task at hand.
- Students must accept that their ultimate duty is to the patient. As such, they should understand that professional duties and situations are about completing tasks and solving problems in ways that benefit others, either immediately or in the long term.
- Students are expected to place the importance of professional duties, tasks and problem solving above their own convenience.
- Students are expected to work effectively with other individuals to promote the good of the patient. As such, students are expected to pursue professional duties, tasks, and problem solving in ways that make it easier for other to accomplish their work.
- Students are expected to give credit to others where credit is due. This includes using appropriate citations for all written work and/or in service presentations. Students are expected to take credit and responsibility for their own work and sign their work using appropriate credentials.
- Students are expected to take responsibility for their own actions, reactions, and inactions. They should not make excuses, blame others, or exhibit inappropriate emotional displays.
- Students are expected to know their limitations and not to accept professional duties or tasks for which they are personally or professionally unprepared.
- Students are expected to meet external time demands imposed by others.
- Students are expected to complete assignments in a timely manner.
- Students are expected to be aware that working in a health care profession means making a commitment to lifelong learning. This means that if additional information is needed, it is expected that the student knows how and where to obtain that information and will do so independently.

Adapted from: Michael R. Chial, University of Wisconsin. Posted on the ASHA list serve 12/2/97.

## **SITE EVALUATION**

Upon completion of each clinical experience, the student is asked to complete a Student Evaluation of the clinical education experience. This form is designed to provide feedback to the clinical facility and the ACCE regarding the opportunities and experiences at the clinical facility. The student is asked to provide the clinical site and the University with a copy of this completed form. The Clinical Education office maintains these evaluations on file for review by future students considering placement at the clinical site evaluated.

## **NORTHEASTERN UNIVERSITY POLICIES**

### **ANTI-DISCRIMINATION POLICY**

Northeastern University is committed to a policy of equal opportunity for all students and employees without regard to race, color, religion, sex, sexual preference, national origin, disability or veteran status. The University prohibits discrimination in all matters involving admission, registration, and all official relationships with students, including evaluation of academic performance.

### **SEXUAL HARASSMENT POLICY**

Northeastern University will not condone any form of sexual harassment. This is defined as the use of unwelcome sexual advances, requests for favors, and other verbal or physical conduct of a sexual nature as an implicit condition of employment as the basis for employment decisions or as interfering with an individual's work performance by creating an intimidating, hostile or offensive work environment. Students are instructed to discuss any issues of this nature to the CI, CCCE and/or ACCEs.

### **AMERICANS WITH DISABILITIES ACT**

Northeastern University's clinical education policies comply with the guidelines of the Americans with Disabilities Act of 1990 (PL-101-336). Clinical experiences are an essential component of our program for all students. It is the student's responsibility to provide written notification to the ACCE and the CCCE if reasonable accommodations will be required during affiliations. Students requesting accommodations must be registered with the Disability Resource Center at Northeastern University. We encourage students to request accommodations as early as possible to facilitate an effective process of supporting his/her needs during the clinical education experience. Any student who does not disclose his/her disability and does not provide a written request for accommodations is not entitled to retrospective accommodations.

The clinical education staff is supportive of students with disabilities and will provide assistance in identifying, documenting, and requesting accommodations. Assistance is offered to the staff at clinical sites to establish means to provide reasonable accommodations.

## APPENDIX

### TUITION VOUCHER APPLICATION

Northeastern University is pleased to award tuition vouchers to participating clinical sites in recognition of the valuable guidance and supervision provided to affiliating students. For every two students trained, Northeastern offers one tuition voucher. This entitles the recipient to a tuition-free course at Northeastern University (not to exceed four semester hours of credit). A voucher is valid for any online, late afternoon, evening or Saturday course for which the recipient is qualified. Vouchers may be used for up to three calendar years from the time the students affiliated at your facility. Any employee of the clinical site with the exception of full-time Northeastern University students may use vouchers.

Name of Employee (Voucher Recipient): \_\_\_\_\_

Course Name: \_\_\_\_\_

Course Number: \_\_\_\_\_ Key Number: \_\_\_\_\_

Graduate Course: \_\_\_\_\_ Undergraduate Course: \_\_\_\_\_

Semester for Enrollment: \_\_\_\_\_

Student Affiliate Names: \_\_\_\_\_ Dates of Clinical Education Experiences \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**Return by mail, fax or e-mail:**

**Northeastern University  
Physical Therapy Department  
Clinical Education Vouchers  
360 Huntington Avenue, 6 RB  
Boston, MA 02115  
Fax to 617-373-7930  
k.dehate@neu.edu  
Attention: Khrystal DeHate**

If you have further questions about this process or need to verify the number of vouchers earned to date, please do not hesitate to contact the Clinical Education Office (617-373-5200).

## Husky Card Authorization Form

SEND TO: Northeastern University • Physical Therapy Department • 6 Robinson Hall  
360 Huntington Avenue, Boston, MA 02115 • ATTN: Susan Ventura  
Tel: 617.373.5200 • Fax: 617.373.7930

### Instructions

Complete this form to request issuance of a Husky Card for all non-benefits-eligible employees, contractors, visiting scholars, and research assistants.

The sponsor/supervisor will receive an e-mail within two business days informing them when the applicant can obtain his/her Husky Card. Note: Card will expire on August 31. Supervisors should e-mail registrar@neu.edu to renew.

### Approvals Required

Only full-time benefits-eligible directors, faculty members, department heads, managers and hiring supervisors may approve Husky Card Authorization Form. A sponsor must be in a supervisory role with respect to the sponsored person.

### Applicant Responsibilities

Applicants may use the Husky Card only for the conduct of official University business.

### Applicant Information

Last Name:	First Name:	NUID (if assigned) or SSN:
Phone Number:	E-Mail Address:	
Local Address: (Street, City, State & Zip)	Date of Birth: (mo/day/year)	Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female

### Sponsor/Supervisor Information

Name:	Office Address:
Phone Number:	E-Mail Address:

### Additional Applicant Information

<p>Position Type:</p> <p><input type="checkbox"/> Part time Faculty/Staff    <input type="checkbox"/> Contractor    <input type="checkbox"/> Chartwells Employee  <input type="checkbox"/> Research Assistant    <input type="checkbox"/> Visiting Scholar    <input type="checkbox"/> Other _____</p> <p><input type="checkbox"/> Position start date: _____</p> <p><input type="checkbox"/> If applicable, indicate previous affiliation with the University i.e. student, employee, contractor, etc.  _____</p> <p><input type="checkbox"/> Card will expire August 31 of the current academic year.  If affiliation ends before this date please indicate: _____ (month/day)</p> <p>For Chartwells employees only:    <input type="checkbox"/> 40 - \$12.00    <input type="checkbox"/> 43 - \$50.00</p>
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I confirm that the above information is valid.

_____ Applicant Signature	_____ Date	_____ Sponsor/Supervisor Signature	_____ Date
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## **HEALTH CLEARANCE REQUIREMENTS**

All students must complete their clinical education experience within one year of the date of their physical exams. Beyond one year, another physical is needed.

Students must submit proof of immunity to Northeastern's University Health and Counseling Services. Only health clearance forms from University Health and Counseling Services will be accepted by the clinical education office. Proof of immunity means documentation of the following:

**(1) Two (2) MMR (Measles/Mumps/Rubella)**

Since 1968; after twelve months of age; thirty days apart if two doses are required

OR

**a) Measles**

- Two (2) immunizations (at least one month apart)
- OR positive Measles titer

**b) Mumps**

- One (1) immunization
- OR positive Mumps titer

**c) Rubella**

- One (1) immunization
- OR positive Rubella titer

**(2) Tetanus/Diphtheria (Td/Tdap)**

- One (1) immunization within the last ten (10) years

**(3) Hepatitis B**

- Hepatitis B series of three. The second dose must be given at least 1 month after the first dose. The third dose must be given at least 2 months after the second dose and at least 4 months after the first dose.
- OR positive titer

**(4) Meningitis**

- Immunization (menactra or menomune)
- OR written signed waiver

**(5) Varicella**

- Positive titer
- OR Varicella immunization series of two

**(6) PPD**

- Test results within 12 months of assigned clinical experience
- Test results within 12 months of assigned clinical experience
- X-ray and clinical report required for positive results

**Weekly Progress Report\***

**Goals for the week of \_\_\_\_\_ :**

**Plan to meet above stated goals:**

**Student Comments:**

**CI Comments:**

Student signature: \_\_\_\_\_ Date: \_\_\_\_\_

CI signature: \_\_\_\_\_ Date: \_\_\_\_\_

\*This form is an adjunct to the summative mid-term and final evaluations. It is an abbreviated means of formal feedback that can be used on a weekly basis by the Clinical Instructor and student.  
Progress.doc

**ACTION PLAN**

Student \_\_\_\_\_  
Clinical Site \_\_\_\_\_  
CI \_\_\_\_\_  
Semester/Year \_\_\_\_\_

**Problems Identified on the CPI**

**Objectives which must be met for successful completion of the clinical course:**

**Plan and Timeline to Meet the Objectives:**

\_\_\_\_\_  
Clinical Instructor                      Date

\_\_\_\_\_  
NU Faculty Member                      Date

\_\_\_\_ I agree to the plan and terms as outlined and understand that I am at risk for not passing this clinical course if I do not meet the established objectives.

\_\_\_\_ I do not agree to the terms as outlined. I understand that by not following this action plan that I may be placing myself at risk for not passing this affiliation. My rebuttal to this action plan is:

\_\_\_\_\_  
Student                      Date

**Midterm Conference Guidelines**  
**Areas of Concern**

*Please check ✓the box(es) to indicate any criteria for which the CI has concerns about the student passing this affiliation and provide examples if possible.*

- 1. Safety: Does the student practice in a safe manner that minimizes the risk to patient, self, and others?\*
- 2. Professional Behavior: Does the student demonstrate professional behavior in all situations?\*
- 3. Accountability: Does the student practice in a manner consistent with established legal and professional standards and ethical guidelines?\*
- 4. Communication: Does the student communicate in ways that are congruent with situational needs?\*

—————\* *Please note higher expectations for items 1-4.*—————

- 5. Cultural Competence: Does the student adapt delivery of physical therapy services with consideration for patients' differences, values, preferences, and needs?\*
- 6. Professional Development: Does the student participate in self-assessment to improve clinical and professional?\*
- 7. Clinical Reasoning: Is the student able to apply current knowledge, theory, clinical judgment, and the patient's values and perspective in patient management?
- 8. Screening: Is the student able to determine with each patient encounter the patient's need for further examination or consultation by a physical therapist or referral to another health care professional?
- 9. Examination: Is the student able to perform a physical therapy patient examination using evidenced-based tests and measures?
- 10. Evaluation: Is the student able to evaluate data from the patient examination (history, systems review, and test and measures) to make clinical judgments?
- 11. Diagnosis and Prognosis: Is the student able to determine a diagnosis and prognosis that guides future patient?
- 12. Plan of Care: Is the student able to establish a physical therapy plan of care that is safe, effective, patient-centered, and evidence-based?
- 13. Procedural Interventions: Does the student perform physical therapy interventions in a competent manner?

- 14. Educational Interventions: Is the student able to educate other (patients, care givers, staff, students, other health care providers, business and industry representatives, school systems) using relevant and effective teaching methods?
- 15. Documentation: Does the student produce quality documentation in a timely manner to support the delivery of physical therapy services?
- 16. Outcomes Assessment: Is the student able to collect and analyze data from selected outcome measures in a manner that supports accurate analysis of individual patient and group outcomes?
- 17. Financial Resources: Does the student participate in the financial management (budgeting, billing and reimbursement, time, space, equipment, marketing, public relations) of the physical therapy service consistent with regulatory, legal, and facility guidelines?
- 18. Direction and supervision of personnel: Is the student able to direct and supervise personnel to meet patient's goals and expected outcomes according to legal standards and ethical guidelines?

## **Course Expectations**

**Clinical Education 1  
PTH 6441**

**Clinical Education 2  
PTH 6442**

**Clinical Education 3  
PTH 6448**

**NORTHEASTERN UNIVERSITY**  
**BOUVÉ COLLEGE OF HEALTH SCIENCES**  
**DEPARTMENT OF PHYSICAL THERAPY**

**PT 6441 Clinical Education 1**

**Faculty**            Professor Christopher Cesario, PT, MBA, Interim DCE  
308F Robinson Hall  
617-373-5536  
c.cesario@neu.edu

Professor Kristin Curry Greenwood, PT, MS, DPT, ACCE  
308C Robinson Hall  
k.greenwood@neu.edu  
617-373-5193

Mary J. Hickey DPT, MHP, OCS, ACCE  
308G Robinson Hall  
m.hickey@neu.edu  
617-373-4778

**Office Hours**

ACCEs are available by phone and email to talk with students on a daily basis. Students are encouraged to contact their assigned ACCE at any time during the semester to discuss any questions, concerns, or problems. Students will be asked to contact an assigned faculty member at or about half way through the clinical. The assigned faculty member will talk with the student and the clinical instructor and/or the CCCE to discuss the student's progress. The purpose of this midterm conference is to ensure that the clinical education experience is going well for all concerned (student, CCCE and CI) and that the educational objectives are being met. This conference provides the University faculty member with an opportunity to identify any problems and address them with an Action Plan.

Credit Hours: 6 SH

Clock Hours: Minimum, 320 hours per semester scheduled at clinical site

Suggested Texts: Guide to Physical Therapy Practice, textbooks from all professional courses

Prerequisite Course Requirements: successful completion of all prior course work

**Course Description**

This course provides students with opportunities to practice examination, evaluation, and intervention skills previously learned in the classroom and on co-op. Students will work under the supervision and guidance of a licensed physical therapist. Students will function as a member of the health care team providing consultation and educational services to others. Students will refine documentation skills learned in the classroom. They will have the opportunity to develop administrative skills and to supervise support personnel. Students will complete a written assignment designed to guide them through a reflection of personal and professional growth and to identify areas of practice that need to be strengthened during Clinical

Education 2. Students must have transportation available, since assignment to clinical sites outside of Boston and Massachusetts is likely. **Students are responsible for all costs including, but not limited to, all transportation, housing, and background checks, uniforms and other requirements of the clinical site.**

### **Course Objectives**

The student is expected to effectively manage non-complex patients with a variety of diagnoses. The objectives are divided into categories of Practice Expectations as outlined in the Normative Model for Physical Therapist Education: Version 2004.<sup>1</sup> Student progress is recorded via the Physical Therapy CPI-Web<sup>2</sup>.

### **Professional Practice Expectations**

The student is expected to:

- ♦ Expressively and receptively communicate in a culturally competent manner with patients/clients, family members, caregivers, practitioners, interdisciplinary team members, consumers, payers and policy makers with **minimal to moderate** guidance and supervision (PT CPI Web #4, CC-5.17)<sup>2,3</sup>
- ♦ Adapt delivery of care to reflect respect and sensitivity to individual difference and provide effective culturally competent instruction with **minimal to moderate** guidance and supervision (PT CPI Web #5, CC-5.18, CC-5.41)<sup>2,3</sup>
- ♦ Demonstrate professional and responsible behavior with **minimal** guidance and supervision (PT CPI Web # 2, CC-5.11)<sup>2,3</sup>
- ♦ Adhere to ethical and legal standards of behaviors and fiscal management with **minimal to moderate** guidance and supervision (PT CPI Web #3, 17, CC-5.1)<sup>2,3</sup>
- ♦ Participate in activities addressing quality of service delivery with **moderate** guidance and supervision (PT CPI Web #12, CC-5.37)<sup>2,3</sup>
- ♦ Apply the principles of logic and the scientific method to the practice of physical therapy with **considerable** guidance and supervision (PT CPI Web #12, 13, CC-5.23)<sup>2,3</sup>
- ♦ Demonstrate effective teaching methods to educate others (patients, family, caregivers, staff, students, other health care providers) with **moderate** guidance and supervision (PT CPI Web #14, CC-5.26)<sup>2,3</sup>
- ♦ Implement a self directed plan for professional development and lifelong learning with **cueing** to guide and support efforts (PT CPI Web #6, CC-4)<sup>2,3</sup>

### **Patient and Client Management Expectations**

The student is expected to:

- ♦ Screen patients using procedures to determine the effectiveness of and need for physical therapy services with **considerable** guidance and supervision (PT CPI Web #8, CC-5.27)<sup>2,3</sup>
- ♦ Perform a physical therapy patient examination with **minimal** guidance and supervision for non-complex patients and **moderate** guidance and supervision for complex patients (PT CPI Web #9, CC-5.28, CC-5.29, CC-5.30)<sup>2,3</sup>
- ♦ Evaluate clinical findings to determine physical therapy diagnosis and prognosis with **minimal** guidance and supervision for non-complex patients and **moderate** guidance and supervision for complex patients (PT CPI Web # 10, 11, CC 5.31, CC-5.32, CC-5.33)<sup>2,3</sup>
- ♦ Design a physical therapy culturally competent, patient centered plan of care that integrates goals, treatment, outcomes, and discharge plan with **minimal** guidance

- ♦ and supervision for non-complex patients and **moderate** guidance and supervision for complex patients (PT CPI Web #12, CC-5.34, CC-5.35, CC-5.36, CC-5.37, CC-5.38)<sup>2,3</sup>
- ♦ Perform physical therapy interventions in a competent manner with **moderate** guidance and supervision for noncomplex patients, and **considerable** guidance and supervision for complex patients (PT CPI Web #13, CC-5.39, CC-5.40)<sup>2,3</sup>
- ♦ Practice in a safe manner with **minimal** guidance and supervision (PT CPI Web #1, CC-5.43)<sup>2,3</sup>
- ♦ Produce complete, clear, accurate documentation with **minimal** guidance and supervision for non-complex patients and **moderate** guidance and supervision for complex patients (PT CPI Web #15, CC-5.42)<sup>2,3</sup>

### **Practice Management Expectations**

The student is expected to:

- ♦ Address primary and secondary prevention, wellness, and health promotion needs of individuals, groups, and communities with **minimal** guidance and supervision for non-complex situations and **moderate** guidance and supervision for complex situations (PT CPI Web #13, CC-5.50, CC-5.51, CC-5.52)<sup>2,3</sup>
- ♦ Address patient need for services other than physical therapy with **minimal** guidance and supervision for non-complex patients and **moderate** guidance and supervision for complex patients (PT CPI Web #7, 8, CC-5.27)<sup>2,3</sup>
- ♦ Manage resources to achieve goals of the practice setting with **moderate** guidance and supervision (PT CPI Web #16, 17, CC-5.36)<sup>2,3</sup>
- ♦ Utilize support personnel according to legal standards and ethical guidelines with **moderate** guidance and supervision (PT CPI Web #13, CC-5.40)<sup>2,3</sup>
- ♦ Demonstrate an understanding of economic/fiscal factors in the delivery of physical therapy services with **moderate** guidance and supervision, (PT CPI Web # 17, CC-5.58)<sup>2,3</sup>
- ♦ Provide consultation to individuals, businesses, schools, government agencies, or other organizations with **moderate** guidance and supervision (PT CPI Web #8, CC-5.62)<sup>2,3</sup>
- ♦ Demonstrate understanding that a physical therapist has professional/social responsibilities beyond those defined by work expectations and job descriptions with **cueing** (PT CPI Web #3, CC-5.63, CC-5.64, CC-5.65, CC-5.66)<sup>2,3</sup>

### **Course Grading Criteria**

All students must complete a reflection assignment, evaluations of **both** the clinical site and clinical education, and complete an in-service at the clinical site. The following minimum competencies must be reached by the final.

PT Clinical Performance Instrument Web (electronic version)

<b>Criteria #</b>	<b>Minimum Competency Required by Final</b>
1-4	At or above “Intermediate” level
5-18	At or above “Advanced Beginner” level

## **Professional Expectations**

Academic dishonesty will not be tolerated under any circumstances. Refer to the Student Handbook for information about disciplinary action in cases of academic dishonesty.

<sup>1</sup>Normative Model for Physical Therapist Education: Version 2004. American Physical Therapy Association. Alexandria, VA, 2004.

<sup>2</sup>PT Clinical Performance Instrument Web. American Physical Therapy Association. Alexandria, VA, 2008.

<sup>3</sup>Evaluative Criteria for Accreditation of Education Programs for the Preparation of Physical Therapist. Commission on Accreditation in Physical Therapy Education. March 2010.

**NORTHEASTERN UNIVERSITY  
BOUVÉ COLLEGE OF HEALTH SCIENCES  
DEPARTMENT OF PHYSICAL THERAPY**

**PT 6442 Clinical Education 2**

**Faculty** Professor Christopher Cesario, PT, MBA, Interim DCE  
308F Robinson Hall  
617-373-5536  
c.cesario@neu.edu

Professor Kristin Curry Greenwood, PT, MS, DPT, ACCE  
308C Robinson Hall  
k.greenwood@neu.edu  
617-373-5193

Mary J. Hickey DPT, MHP, OCS, ACCE  
308G Robinson Hall  
m.hickey@neu.edu  
617-373-4778

**Office Hours**

ACCEs are available by phone and email to talk with students on a daily basis. Students are encouraged to contact their assigned ACCE at any time during the semester to discuss any questions, concerns, or problems. Students will be asked to contact an assigned faculty member at or about half way through the clinical. The assigned faculty member will talk with the student and the clinical instructor and/or the CCCE to discuss the student's progress. The purpose of this midterm conference is to ensure that the clinical education experience is going well for all concerned (student, CCCE and CI) and that the educational objectives are being met. This conference provides the University faculty member with an opportunity to identify any problems and address them with an Action Plan.

**Credit Hours:** 6 SH

**Clock Hours:** Minimum, 400 hours per semester scheduled at clinical site

**Suggested Texts:** Guide to Physical Therapy Practice, textbooks from all professional courses

**Prerequisite Course Requirements:** PT 6441

**Course Description**

This course provides students with additional opportunities to practice examination, evaluation, and intervention skills previously learned in the classroom and during Clinical Education 1. Students will be expected to function at a higher level requiring less supervision and guidance from a licensed physical therapist than they needed in their first clinical education experience. Students will be involved in all aspects of physical therapy care, functioning as a member of the health care team. Students will further refine documentation skills, have the opportunity to

develop administrative skills, and supervise support personnel. Students will complete a written assignment designed to guide them through a reflection of personal and professional growth and to identify areas of practice that need to be strengthened during Clinical Education 3. Students must have transportation available, since assignment to clinical sites outside of Boston and Massachusetts is likely. **Students are responsible for all costs including, but not limited to, all transportation, housing, and background checks, if required by the clinical site.**

### **Course Objectives**

Students are expected to effectively manage noncomplex patients with minimal guidance and manage increasingly complex patients with moderate guidance. The objectives are divided into categories of Practice Expectations as outlined in the Normative Model for Physical Therapist Education: Version 97.<sup>1</sup> Student progress is recorded via the Physical Therapy Clinical Performance Instrument (CPI)<sup>2</sup>.

### **Professional Practice Expectations**

The student is expected to:

- ◆ Expressively and receptively communicate in a culturally competent manner with patients/clients, family members, caregivers, practitioners, interdisciplinary team members, consumers, payers and policy makers **independently** (PT CPI Web #14, CC-5.17)<sup>2,3</sup>
- ◆ Adapt delivery of care to reflect respect and sensitivity to individual difference and provide effective culturally competent instruction **independently** (PT CPI Web #5, CC-5.18, CC-5.41)<sup>2,3</sup>
- ◆ Demonstrate professional and responsible behavior **independently** (PT CPI Web #2, CC-5.11)<sup>2,3</sup>
- ◆ Adhere to ethical and legal standards of behaviors and fiscal management with **minimal to moderate** guidance and supervision in new or complex situations (PT CPI Web # 3, 17), CC-5.1
- ◆ Participate in activities addressing quality of service delivery with **minimal** guidance and supervision (PT CPI Web #12, CC-5.37)<sup>2,3</sup>
- ◆ Apply the principles of logic and the scientific method to the practice of physical therapy with **moderate** guidance and supervision (PT CPI Web #12, 13, CC-5.23)<sup>2,3</sup>
- ◆ Demonstrate effective teaching methods to educate others (patients, family, caregivers, staff, students, other health care providers) with **minimal** guidance and supervision (PT CPI Web #14, CC-5.26)<sup>2,3</sup>
- ◆ Implement a self directed plan for professional development and lifelong learning **independently** (PT CPI Web #6, CC-4)<sup>2,3</sup>

### **Patient and Client Management Expectations**

The student is expected to:

- ◆ Screen patients using procedures to determine the effectiveness of and need for physical therapy services with **moderate** guidance and supervision (PT CPI Web #8, CC-5.27)<sup>2,3</sup>
- ◆ Perform a physical therapy patient examination with **moderate** guidance and supervision (PT CPI Web #9, CC-5.28, CC-5.29, CC-5.30)<sup>2,3</sup>
- ◆ Evaluate clinical findings to determine physical therapy diagnosis and prognosis with **moderate** guidance and supervision (PT CPI Web #10, 11, CC 5.31, CC-5.32, CC-5.33)<sup>2,3</sup>

Design a physical therapy culturally competent, patient centered plan of care that integrates goals, treatment, outcomes, and discharge plan with **considerable** guidance and supervision (PT CPI Web #12, CC-5.34, CC-5.35, CC-5.36, CC-5.37, CC-5.38)<sup>2,3</sup>

- ◆ Perform physical therapy interventions in a competent manner independently for noncomplex patients, and **moderate** guidance and supervision for complex patients (PT CPI Web #13, CC-5.39, CC-5.40)<sup>2,3</sup>
- ◆ Practice in a safe manner with **minimal** guidance and supervision in new or complex situations (PT CPI Web #1, CC-5.43)<sup>2,3</sup>
- ◆ Produce complete, clear, accurate documentation with **minimal** guidance and supervision (PT CPI Web #15, CC-5.42)<sup>2,3</sup>

### **Practice Management Expectations**

The student is expected to:

- ◆ Address primary and secondary prevention, wellness, and health promotion needs of individuals, groups, and communities with **cueing** (PT CPI Web #13, CC-5.50, CC-5.51, CC-5.52)<sup>2,3</sup>
- ◆ Address patient need for services other than physical therapy with **cueing** (PT CPI Web #7, 8, CC-5.27)<sup>2,3</sup>
- ◆ Manage resources to achieve goals of the practice setting with **minimal** guidance and supervision (PT CPI Web #16, 17, CC-5.36)<sup>2,3</sup>
- ◆ Utilize support personnel according to legal standards and ethical guidelines with **minimal** guidance and supervision (PT CPI Web #13, CC-5.40)<sup>2,3</sup>
- ◆ Demonstrate an understanding of economic/fiscal factors in the delivery of physical therapy services with **minimal** guidance and supervision (PT CPI Web #17, CC-5.58)<sup>2,3</sup>
- ◆ Provide consultation to individuals, businesses, schools, government agencies, or other organizations with **minimal** guidance and supervision (PT CPI Web #8, CC-5.62)<sup>2,3</sup>
- ◆ Demonstrate understanding that a physical therapist has professional/social responsibilities beyond those defined by work expectations and job descriptions with **minimal guidance and supervision** (PT CPI Web #3, CC-5.63, CC-5.64, CC-5.65, CC-5.66)<sup>2,3</sup>

### **Course Grading Criteria**

Students must complete a reflection assignment, an evaluation of the clinical site (with copies going to the clinical site and to their ACCE), as well as an evaluation of the Northeastern clinical education program.

#### **PT Clinical Performance Instrument Web (electronic version)**

<b>Criteria #</b>	<b>Minimum Competency Required by Final</b>
1-4	At or above “Advanced Intermediate” level
5-18	At or above “Intermediate” level

## **Professional Expectations**

Unprofessional behavior will not be tolerated under any circumstances. Refer to the Student Clinical Education Manual for guidelines and expectations.

<sup>1</sup>Normative Model for Physical Therapist Education: Version 2004. American Physical Therapy Association. Alexandria, VA, 2004.

<sup>2</sup>PT Clinical Performance Instrument Web. American Physical Therapy Association. Alexandria, VA, 2008.

<sup>3</sup>Evaluative Criteria for Accreditation of Education Programs for the Preparation of Physical Therapist. Commission on Accreditation in Physical Therapy Education. March 2010.

**NORTHEASTERN UNIVERSITY**  
**BOUVÉ COLLEGE OF HEALTH SCIENCES**  
**DEPARTMENT OF PHYSICAL THERAPY**

**PT 6448 Clinical Education 3**

**Faculty**            Professor Christopher Cesario, PT, MBA, Interim DCE  
308F Robinson Hall  
617-373-5536  
c.cesario@neu.edu

Professor Kristin Curry Greenwood, PT, MS, DPT, ACCE  
308C Robinson Hall  
k.greenwood@neu.edu  
617-373-5193

Mary J. Hickey DPT, MHP, OCS, ACCE  
308G Robinson Hall  
m.hickey@neu.edu  
617-373-4778

**Office Hours**

ACCEs are available by phone and email to talk with students on a daily basis. Students are encouraged to contact their assigned ACCE at any time during the semester to discuss any questions, concerns, or problems. Students will be asked to contact an assigned faculty member at or about half way through the clinical. The assigned faculty member will talk with the student and the clinical instructor and/or the CCCE to discuss the student's progress. The purpose of this midterm conference is to ensure that the clinical education experience is going well for all concerned (student, CCCE and CI) and that the educational objectives are being met. This conference provides the University faculty member with an opportunity to identify any problems and address them with an Action Plan.

**Credit Hours:** 9 SH

**Clock Hours:** Minimum, 480 hours per semester scheduled at clinical site

**Suggested Texts:** Guide to Physical Therapy Practice, textbooks from all professional courses

**Prerequisite Course Requirements:** PT 6442

**Course Description**

This course provides students with the opportunity to meet entry level requirements to practice as a physical therapist. Students continue to practice examination, evaluation, intervention, documentation and administrative skills under the supervision and guidance of a licensed physical therapist, but are expected to function at the level of a new graduate by the completion of this experience. A written assignment will be included. Designed to guide students through reflection of what they have learned, this assignment will help students identify who they are as professionals, to establish early career goals, and provide insight for the need to be a life-long

learner. Students must have transportation available, since assignment to clinical sites outside of Boston and Massachusetts is likely. **Students are responsible for all costs including, but not limited to, all transportation, housing, and background checks, if required by the clinical site.**

### **Course Objectives**

Students are expected to effectively manage noncomplex patients with minimal guidance and manage increasingly complex patients with moderate guidance. The objectives are divided into categories of Practice Expectations as outlined in the Normative Model for Physical Therapist Education: Version 97. <sup>1</sup> Student progress is recorded via the Physical Therapy Clinical Performance Instrument (CPI)<sup>2</sup>.

### **Professional Practice Expectations**

The student is expected to:

- ◆ Expressively and receptively communicate in a culturally competent manner with patients/clients, family members, caregivers, practitioners, interdisciplinary team members, consumers, payers and policy makers **independently** (PT CPI Web #4, CC-5.17)<sup>2,3</sup>
- ◆ Adapt delivery of care to reflect respect and sensitivity to individual difference and provide effective culturally competent instruction **independently** (PT CPI Web #5, CC-5.18, CC-5.41)<sup>2,3</sup>
- ◆ Demonstrate professional and responsible behavior **independently**(PT CPI Web #2, CC-5.11)<sup>2,3</sup>
- ◆ Adhere to ethical and legal standards of behaviors and fiscal management **independently** (PT CPI Web #3, 17, CC-5.1)<sup>2,3</sup>
- ◆ Participate in activities addressing quality of service delivery **independently** (PT CPI Web #12, CC-5.37)<sup>2,3</sup>
- ◆ Apply the principles of logic and the scientific method to the practice of physical therapy with **minimal** guidance and supervision (PT CPI Web #12, 13, CC-5.23)<sup>2,3</sup>
- ◆ Demonstrate effective teaching methods to educate others (patients, family, caregivers, staff, students, other health care providers) **independently** (PT CPI Web #14, CC-5.26)<sup>2,3</sup>
- ◆ Implement a self directed plan for professional development and lifelong learning **independently** (PT CPI Web #6, CC-4)<sup>2,3</sup>

### **Patient and Client Management Expectations**

The student is expected to:

- ◆ Screen patients using procedures to determine the effectiveness of and need for physical therapy services **independently** (PT CPI Web #8, CC-5.27)<sup>2,3</sup>
- ◆ Perform a physical therapy patient examination **independently** (PT CPI Web #9, CC-5.28, CC-5.29, CC-5.30)<sup>2,3</sup>
- ◆ Evaluate clinical findings to determine physical therapy diagnosis and prognosis **independently** (PT CPI Web #10, 11, CC 5.31, CC-5.32, CC-5.33)<sup>2,3</sup>
- ◆ Design a physical therapy culturally competent, patient centered plan of care that integrates goals, treatment, outcomes, and discharge plan **independently** (PT CPI Web #12 CC-5.34, CC-5.35, CC-5.36, CC-5.37, CC-5.38)<sup>2,3</sup>

- ◆ Perform physical therapy interventions in a competent manner independently for noncomplex patients and with **consultation** for complex patients (PT CPI Web #13, CC-5.39, CC-5.40)<sup>2,3</sup>
- ◆ Practice in a safe manner **independently** (PT CPI Web #1, CC-5.43)<sup>2,3</sup>
- ◆ Produce complete, clear, accurate documentation **independently** (PT CPI Web #15, CC-5.42)<sup>2,3</sup>

**Practice Management Expectations**

The student is expected to:

- ◆ Address primary and secondary prevention, wellness, and health promotion needs of individuals, groups, and communities **independently** (PT CPI Web #13, CC-5.50, CC-5.51, CC-5.52)<sup>2,3</sup>
- ◆ Address patient need for services other than physical therapy **independently** (PT CPI Web #7, 8, CC-5.27)<sup>2,3</sup>
- ◆ Manage resources to achieve goals of the practice setting **independently** (PT CPI Web #16, 17, CC-5.36)<sup>2,3</sup>
- ◆ Utilize support personnel according to legal standards and ethical guidelines **independently** (PT CPI Web #13, CC-5.40)<sup>2,3</sup>
- ◆ Demonstrate an understanding of economic/fiscal factors in the delivery of physical therapy services **independently** (PT CPI Web #17, CC-5.58)<sup>2,3</sup>
- ◆ Provide consultation to individuals, businesses, schools, government agencies, or other organizations **independently** with consultation (PT CPI Web #8, CC-5.62)<sup>2,3</sup>
- ◆ Demonstrate understanding that a physical therapist has professional/social responsibilities beyond those defined by work expectations and job **independently** (PT CPI Web #3, CC-5.63, CC-5.64, CC-5.65, CC-5.66)<sup>2,3</sup>

**Course Grading Criteria**

Students must complete a reflection assignment, and evaluations of **both** the clinical site and clinical education program.

Criteria #	Minimum Competency Required by Final
1-4	At or above “Entry” level
5-18	At or above “Advanced intermediate” level

**Professional Expectations**

Unprofessional behavior will not be tolerated under any circumstances. Refer to the Student Clinical Education Manual for guidelines and expectations.

<sup>1</sup>Normative Model for Physical Therapist Education: Version 2004. American Physical Therapy Association. Alexandria, VA, 2004.

<sup>2</sup>PT Clinical Performance Instrument Web. American Physical Therapy Association. Alexandria, VA, 2008.

<sup>3</sup>Evaluative Criteria for Accreditation of Education Programs for the Preparation of Physical Therapist. Commission on Accreditation in Physical Therapy Education. March 2010.



<b>Year III</b>	<b>Fall</b>  <b>Coop 1 Continued</b>		<b>Spring</b>  Gross Anatomy Gross Anatomy Lab Kinesiology Kinesiology Lab PT Prof Sem I Psychosocial Management Exercise Physiology Exercise Physiology Lab	4 1 3 1 2 2 4 <u>1</u> 18	<b>Summer A &amp; B</b>  Writing for Health Professions Motor Control Motor Control Lab Pathology Neuroscience Neuroscience Lab		4 3 1 4 4 <u>1</u> 7	
<b>Year IV</b>	<b>Fall Begins</b> Research Pharmacology Cardiovascular & Pulm Mgmt Cardiovas & Pulm Mgmt Lab Musculoskeletal Mgmt I Musculoskeletal Mgmt I Lab	4 4 4 1 4 <u>1</u> 18	<b>Spring</b>  <b>COOP 2 BEGINS</b>		<b>Summer A</b>  <b>COOP 2 CONTINUES</b>		<b>Summer B</b> Business Integumentary/Adv modalities Integum/Adv Mod Lab Clinical Integration: EBP	2 2 1 <u>3</u> 8
<b>Year V</b>	<b>Fall</b>  Neurological Mgmt I Neurol Mgmt I Lab Assistive Technology Assistive Tech Lab PT Project I Health Assessment Administration	4 1 3 1 3 3 <u>4</u> 19	<b>Spring</b>  Neurological Mgmt II Neurol Mgmt II Lab Musculoskel Mgmt II Musculoskel II Lab PT Prof. Seminar II PT Project 2 Clinical Integration II Graduate Elective	4 1 4 1 2 2 <u>3</u> 19	<b>Summer A</b>  Clinical Ed 1 (8 weeks)	6	Summer B  PT Advanced Electives (2 Required) Research Seminar 1 Differential Diagnosis	4  <u>1</u> 8
<b>Year VI</b>	<b>Fall</b>  Clinical Education 2 (10 weeks) Diagnostic Imaging (online) (4 Weeks)	6 <u>3</u> 9	<b>Spring</b>  Clinical Education 3 (12 weeks) Clinical Education Integration (online)	9 <u>2</u> 11				

