

**THE UNIVERSITY OF TENNESSEE
AT CHATTANOOGA
PHYSICAL THERAPY DEPARTMENT
CLINICAL EDUCATION HANDBOOK**

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**DEBBIE INGRAM,
DIRECTOR OF CLINICAL EDUCATION**

Dear Center Coordinator of Clinical Education and Clinical Instructors:

The Physical Therapy Program at the University of Tennessee at Chattanooga is most appreciative of the commitment you have made to provide clinical instruction and supervision for our students. We value the time and energy you spend preparing future professionals.

This Clinical Education Handbook was designed to address many of your questions. Clinical education information is also available at the APTA's web site:
www.apta.org/Education/educatorinfo.

The APTA has a wonderful information manual for Center Coordinators of Clinical Education that can be downloaded from the website:
<http://www.apta.org/AM/Template.cfm?Section=Home&Template=/MembersOnly.cfm&ContentID=21194>

As we experience changes on an annual basis, I will be making changes in this document and posting it on our UTC PT website <http://www.utc.edu/Academic/PhysicalTherapy/>

I also recognize that you will experience changes in your departments. Please send me an annual update of your Clinical Center Information Form (available on APTA website):
<http://www.apta.org/AM/Template.cfm?Section=Clinical&TEMPLATE=/CM/ContentDisplay.cfm&CONTENTID=30369> Save the file so that you can make simple updates each year. You can send the updated information to me via email as an attachment to: Debbie-Ingram@utc.edu or a hard copy by mail.

If you need additional assistance, please feel free to contact me at **423-425-4767** or others in the department at the numbers found under the "Faculty & Staff" section. The main department number is **423-425-4747**. We will try to be of service to you.

Thank you for all that you do!

Sincerely,

Debbie Ingram, PT, EdD
Director of Clinical Education

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SECTION I:
INTRODUCTION
PROGRAM PHILOSOPHY, MISSION,
AND GOALS

THE UNIVERSITY OF TENNESSEE AT CHATTANOOGA

History

Near the end of the 19th century, Chattanooga was rapidly becoming the industrial center it is today. Its citizens were actively engaged in coal production, iron manufacturing the lumber trade, and rail construction. These industrial pioneers knew the value of education and had a deep respect for learning. When the Methodist Episcopal Church began to explore the possibilities of developing a central university in the South, Chattanoogaans came forward to work with the church in this effort.

Since its founding as Chattanooga University in 1886, The University of Tennessee at Chattanooga has developed an institutional excellence which rests on an unusual blend of the private and public traditions of American education. For 83 years the University was a private school. Three years after its founding, the University was consolidated with another church-related school East Tennessee Wesleyan University at Athens under the name of Grant University. In 1907 the name University of Chattanooga was adopted.

In 1969 the University of Chattanooga and a junior college, Chattanooga City College, merged with The University of Tennessee, one of the oldest land-grant universities in the nation, to form the UTC campus. Pledged to the service of the entire state, The University of Tennessee has emerged as a statewide system consisting of four primary campuses. The new campus was given the mandate to devote the major portion of its resources to the development of excellence in undergraduate education and in selected areas of graduate study.

Retaining the disciplines of traditional liberal education, the University has expanded its degree programs in professional studies and engineering and greatly increased its initiatives in continuing education and public service. The University's wide diversity of degree programs has attracted a current enrollment of 9,000 students.

The Community

The University is located only a few blocks from the urban area of Chattanooga, a city that is both highly industrial and rich in natural beauty. Claiming more than 600 industries, Chattanooga lies at the foot of Lookout and Signal Mountains where the Tennessee River forms Moccasin Bend. These sites possess historical significance as well as beauty in a city steeped in the heritage of the Civil War.

The cultural environment of Chattanooga is enhanced by contributions from the University and the many civic organizations that support the arts through dramatic productions, concerts, and art exhibits. Ten city parks, seven public golf courses, and a 35,400 acre lake provide a variety of recreational activities.

With a population of about 162,170 in a metropolitan statistical area of over 466,647, Chattanooga is easily Accessible from all parts of the nation by air and bus.

-- The University of Tennessee at Chattanooga Bulletin

DEPARTMENT OF PHYSICAL THERAPY

The Department offers a curriculum leading to a Doctor in Physical Therapy. Students who have been accepted into the program are enrolled in the fall semester of their senior year and must be enrolled on a full-time basis for each of the eight semesters of the program. The curriculum combines classroom and laboratory experiences with independent study and clinical experiences in a variety of health care settings.

Pre-physical Therapy

Students must meet the same admission requirements as all other applicants to the University. The prerequisites for the professional program are consistent with the general education requirements of the University. All students interested in pursuing physical therapy should seek advisement from the physical therapy faculty by calling the departmental office to schedule an appointment: 423-425-4747.

Admission to the Professional Program

Application procedure and admission to the University does not assure Acceptance into the physical therapy program. Enrollment is limited, and the number of qualified applicants exceeds the number of students that can be admitted.

Selection by the admissions committee is based upon a number of factors evaluated from appropriate information to include:

- overall GPA (all undergraduate coursework)
- science grade point average
- references from 2 licensed physical therapists based on observational experiences
- the interview process

Application with the best combination of these factors will be selected for the class. Students may apply who have a minimum cumulative and science GPA of 3.0 on a 4.0 grading scale and meet the minimum prerequisite requirements.

Application forms are available on-line prior to the year of admission. The completed application packet must be submitted by 5:00 p.m. on October 1 (early admission) or on January 15 (final admission) to be considered. Applicants are responsible for assuring the completion of the packet prior to the deadline. Interviews are conducted, and the decision of the admissions committee will be mailed to each applicant. Students are asked to verify their Acceptance to the program in writing. Classes begin in late August. Entrance into the program is contingent upon the completion of all prerequisites with a minimum grade of "C". Please refer to the official website for further information:

<http://www.utc.edu/Academic/PhysicalTherapy/admissions.php>

Mission Statement

The Department of Physical Therapy is committed to developing engaged, competent life-long learners who provide evidence-based physical therapy to the community through teaching, research, service and leadership.

Core Values

In fulfilling our mission, the Department is committed to:

- Providing a diverse student population quality educational experiences for the preparation of entry-level physical therapists.
- Enhancing the educational experience by the use of research, technology, laboratory, and clinical experiences.
- Developing and teaching a curriculum that is based upon the evolving state of the profession
- Expanding the body of knowledge in the field through research and other scholarly activities
- Providing services for the College, University, the profession of physical therapy and the community

Philosophy for Graduate Physical Therapy Education

Physical therapy is defined in the *2001 Guide to Physical Therapist Practice* as “the care and service provided by or under the direction and supervision of a physical therapist.” “Physical therapists: 1) provide services to patients/clients who have impairments, functional limitations, disabilities, or changes in physical function and health status resulting from injury, disease, or other causes; 2) interact and practice in collaboration with a variety of professionals; 3) address risk factors and behaviors that may impede optimal functioning; 4) provide prevention and promote health, wellness, and fitness; 5) consult, educate, engage in critical inquiry; and 6) direct and supervise the physical therapy service, including support personnel.”

Physical therapy education addresses the preparation of graduates for major roles in primary care, secondary and tertiary care, and promotion of health, wellness, and fitness. The educational program must prepare graduates to integrate the five elements of patient/client management: examination, evaluation, diagnosis, prognosis, and intervention. In addition, physical therapists have additional roles in consultation, education, critical inquiry, and administration. Graduates must be prepared to work in a broad range of facilities including: hospitals, outpatient clinics, rehabilitation facilities, skilled nursing, homes, schools, industrial environments, and fitness centers.

The educational curriculum is constantly updated so that students enter the profession as caring, thinking, analytical and questioning individuals who can function in a total health care system with a sound knowledge background. A wide range of learning situations is incorporated to prepare graduates to enter the healthcare environment with the necessary skills to make responsible decisions.

Learning is a dynamic process in which the teacher is a facilitator. The faculty, as educators of future physical therapists, serves as mentors for students and guide them toward development of their highest level of competence. Physical therapy educators participate in administration, education, research, service, and community activities in fulfilling their responsibilities to students, the University, the local community, and the profession. Participation in the educational process means not only that the faculty use sound principles and techniques in the execution of

classroom teaching but also that the faculty members maintain professional competence through advanced graduate work, clinical participation, continuing education, and informal learning.

Research and the pursuit of scholarly activity are important to the continued development of physical therapy. The faculty of the department strive to contribute to the body of knowledge of the profession. In addition, the faculty prepare students with the necessary skills to participate in research efforts and be consumers of research results in their future employment settings.

Community service as demonstrated by faculty and student participation and leadership in professional and local service organizations is vital to the continuing success of the program. These activities serve to enhance the image of physical therapy while strengthening the community at large. This is also an integral component of the mission of our University and College.

It is the responsibility of the student to fully participate in the educational experiences, including ongoing program evaluation. Recognizing this is a graduate curriculum, students are expected to be active, self-directed learners in the process. The pursuit of excellence in physical therapy in all of its aspects is the guiding precept of this program.

Program Description

A. Curricular Goals of the Physical Therapy Program

The curricular goals of the Department of Physical Therapy are to produce a physical therapist who:

1. is a primary health care provider prepared for professional practice in a variety of settings.
2. Practices in an ethical, legal, safe, and caring manner.
3. Skillfully teaches and communicates in the spoken and written word.
4. Uses problem-solving skills to gather data, identify problems and choose among alternatives for a successful resolution for all people, with respect and an appreciation for individual differences.
5. Demonstrates an ability to interpret and apply research findings and generate clinical questions in a desire to pursue inquiry.
6. Applies concepts and principles of management of physical therapy to individuals, organizations, and communities.
7. Is committed to physical therapy as a profession, to the advancement of the profession, and to continued personal growth and life-long learning.
8. Advocates for clients and patients and is dedicated to being part of a community and committed to addressing community and societal needs.

B. Curricular Objectives of the Department of Physical Therapy

The performance of a successful graduate in this program includes:

1. Effective expressive (written, verbal and nonverbal) and receptive communication.
2. Sensitivity to individual and cultural differences when engaged in physical therapy practice.
3. Commitment to the profession of physical therapy (through membership and service) with recognition of the profession's social responsibility to individuals, organizations, and society.
4. Appropriate professional behavior in all interactions.
5. Efficient, effective, and ethical clinical decision-making skills, to include clinical reasoning, clinical judgment, critical thinking and critical inquiry.
6. Knowledge of and adherence to all legal practice standards (federal, state, jurisdiction, and fiscal and institutional regulations).
7. Effective leadership and management skills.
8. Knowledge of past and current relevant theory within physical therapy and across other appropriate professions.
9. Knowledge of the foundational and clinical sciences relevant to the practice of physical therapy.
10. Knowledge of practice-related foundational and clinical science research with appropriate clinical application.
11. Mastery of entry-level physical therapist clinical skills to include examination, review of systems, evaluation, diagnosis, prognosis, intervention, reexamination, education, outcomes, primary and secondary prevention, and consultation.

C. UTC Curricular Themes that Support the Physical Therapy Philosophy, Goals and Objectives

- Integrates clinical science content with foundational science content
- Emphasizes evidence based practice across the curriculum culminating in a research activity
- Uses case studies across curriculum with culminating capstone course
- Applies the patient/client management model
- Incorporates service learning throughout the curriculum with culminating optional international experience
- Organizes clinical science content and clinical education by conditions/systems

SECTION II:

FACULTY & STAFF



NANCY L. FELL, Associate Professor

Education: B.S., St. Louis University School of Medicine
M.H.S., Washington University, St. Louis, Missouri
Ph.D., University of Tennessee--Knoxville

Certification: Certified Neurological Specialist

Specialty Teaching Area:

Adult Neurorehabilitation, Human Growth and Development

Phone (423) 425-2240, Nancy-Fell@utc.edu



JUNE HANKS, Associate Professor of Physical Therapy

Education: B.S. Tennessee Temple University
M.S. University of Alabama at Birmingham
PhD University of Tennessee-Knoxville

Specialty Teaching Area:

Acute Care Disorders

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DEBBIE INGRAM, Director of Clinical Education

UC Foundation Professor

Education: B.S. Georgia State University
M.Ed. University of Tennessee at Chattanooga
Ed.D. University of Tennessee--Knoxville

Specialty Teaching Area:

Clinical Education, Management, Psychosocial Aspects

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DAVID F. LEVINE, Cline Chair, UC Foundation Professor

Education: B.S. University of New England
M.S. Boston University
Sargent College of Allied Health Professions
Ph.D. University of Tennessee at Knoxville

Certification: Orthopedic Certified Specialist

Specialty Teaching Area:

Orthopaedic Physical Therapy, Electrotherapeutic Modalities, Physiology, Exercise Physiology

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CATHIE R. SMITH, Vanderbilt Associate Professor

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LARRY J. TILLMAN, UC Foundation Professor of Physical Therapy

Education: B.A. University of Mississippi
M.S. University of Mississippi
Ph.D. University of Mississippi

Specialty Teaching Area:

Gross Anatomy, Neuroanatomy, Pathophysiology

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J. RANDY WALKER, JR., Associate Professor of Physical Therapy
Program Director

Education: B.S. Virginia Commonwealth University
M.A. University of North Carolina at Chapel Hill
Ph.D. Georgia State University

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Debbie Giles, Administrative Assistant

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SECTION III:

CLINICAL EDUCATION SYLLABI

PHYSICAL THERAPY CURRICULUM

PHYT 514 Clinical Education I
3rd semester

Debbie Ingram, PT, EdD
Office Phone: 423-425-4767
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Director of Clinical Education

E-mail: Debbie-Ingram@utc.edu

Course Description

This is an introductory clinical experience following successful completion of the first three semesters of didactic work. The student performs the elements of patient/client management with an emphasis on musculoskeletal dysfunction in an outpatient/ambulatory care setting under the direct supervision of a physical therapist (280 clinical hours, 4 credit hours).

Clinical Performance Criteria

The student:

- 1) Practices in a safe manner that minimizes risk to patient, self and others.
- 2) Demonstrates professional behavior in all situations.
- 3) Practices in a manner consistent with established legal and professional standards and ethical guidelines.
- 4) Communicates in ways that are congruent with situational needs.
- 5) Adapts delivery of physical therapy services with consideration for patients' differences, values, preferences, and needs.
- 6) Participates in self-assessment to improve clinical and professional performance.
- 7) Applies current knowledge, theory, clinical judgment, and the patient's values and perspective in patient management.
- 8) Determines 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) Performs a physical therapy examination.
- 10) Evaluates data from the patient examination (history, systems review, and tests and measures) to make clinical judgments.
- 11) Determines a diagnosis and prognosis that guides future patient management.
- 12) Establishes a physical therapy plan of care that is safe, effective, patient-centered, and evidence-based.
- 13) Performs physical therapy interventions in a competent manner.
- 14) Educates others (patients, caregivers, staff, students, other health care providers, business and industry representatives, school systems)) using relevant and effective teaching methods.
- 15) Produces quality documentation in a timely manner to support the delivery of physical therapy services.
- 16) Selects and analyzes data from selected outcome measures in a manner that supports accurate analysis of individual patient and group outcomes.
- 17) Participates 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) Directs and supervises personnel to meet patient's goals and expected outcomes according to legal standards and ethical guidelines.

Criteria for Grading

The evaluation instrument to be used in all Clinical Education courses is the APTA Physical Therapist Clinical Performance Instrument (CPI). The result for Clinical Education I will be judged satisfactory/in progress/no credit.

For a grade of Satisfactory, the student must achieve no “significant concerns” boxes checked written comments from the CI reflecting satisfactory performance.

In addition, for successful completion of the course, the student must meet the following expectations while participating in this clinical education course:

- Maintain communication with the DCE at all times during the clinical education experience. The DCE is the course coordinator for all clinical education courses and will serve as advisor, facilitator, and monitor.
- Contact the Center Coordinator of Clinical Education (CCCE) prior to the beginning of the experience to confirm arrangements
- Review the Clinical Center Information Form for the assigned site. These forms are found in the DCE’s office.
- Provide evidence of health insurance coverage.
- Meet all health and safety requirements of the clinical education assigned site. The sites require specific immunizations and/or health status screening prior to the beginning of a clinical education experience. These requirements differ. As an example, some sites require TB tests to be completed a month prior to the experience, while other sites will accept tests completed several months earlier than the start date of the assignment. Review the Medical Information section of the assigned site’s Clinical Center Information Form. It is the responsibility of the student to identify the requirements and provide evidence of completion to the facility and/or educational program. Failure to meet this requirement will result in a delayed beginning of the experience. This may jeopardize timely completion of the course. Students are advised to maintain their own copies of all immunization records and physical exams, etc.
- Maintain current CPR certification.
- Forward criminal background checks to sites if required by that site. Some states require all healthcare workers to provide this evidence. Check the Clinical Center Information Form to determine if your assigned site has this requirement. The University does not provide this information to the site. It is the student’s responsibility and students may bear the expense rather than the clinical site.
- Attend all assigned days of the clinical experience. Students are expected to work the clinic’s schedule, regardless of university closings. If the student is not able to attend the clinical experience for any reason, the student must notify the DCE and the clinical instructor or CCCE prior to 8:00 a.m. that day. If voice mail is utilized initially, it is the responsibility of the student to follow-up with the clinical instructor. Missed time may delay completion of degree requirements and could jeopardize the student’s continuation in the clinical experience.
- Schedule make-up time for any absences. If the site is unable to accommodate, the student must contact the DCE within one week of the absence to determine additional remedial work.
- In the event the student will be late to clinic, the student must contact the DCE, CI, and CCCE prior to the assigned beginning time. Criteria #2 in the CPI includes assessment of

punctuality. If tardiness is a significant concern, it will result in a failing grade for the clinical education course.

- Complete a self-assessment at mid-term and final using the electronic version of the CPI. You must review your self-assessment with the Clinical Instructor and forward the final assessment to the DCE.
- Complete all assignments made by CI willingly, thoroughly, promptly, and satisfactorily. The consequence of failing to meet this requirement may result in interruption in the clinical education course.
- Take necessary supplies (goniometer, reflex hammer, measuring tape, stethoscope, and gait belt) and texts to clinical setting each day of the experience.
- Adhere to all policies and procedures of the clinical site. Failure to do so may result in termination of the experience.
- Complete an evaluation of the clinical site and your clinical instructor. Review the results with the CI before returning the evaluation to the DCE.
- Arrange to meet and talk with professionals from at least two other health related fields, e.g., OT, RT, SP, MSW, RN. The purpose of this contact is to find out about their role in patient care.
- Develop a written case report to be presented in the following semester for PHYT 735 Clinical Applications Across the Lifespan.

The faculty will review the CPI and determine the grade to be awarded. If a student is awarded an In Progress grade, the work must be made up by the end of Clinical Education II or the In Progress will translate to a No Credit.

If a student is judged to be at risk and significant concerns are indicated, a grade of No Credit will be earned in the course.

Attention: If you are a student with a disability (i.e., physical, learning, psychiatric, etc) and think that you might need assistance or an academic accommodation in this class or any other class, please contact the Office for Students with Disabilities at 425-4006 or go to the office- 102 Frist Hall.

If you find that personal problems, career indecision, study and time management difficulties, etc. are adversely impacting your successful progress at UTC, please contact the Counseling and Career Planning Center at 425-4438.

PHYT 732 Clinical Education II
6th semester

Debbie Ingram, PT, EdD
Director of Clinical Education
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Davenport 308

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Course Description

This acute care clinical experience follows successful completion of all didactic work of the spring semester of the second year. The student performs the elements of patient/client management with an emphasis on the musculoskeletal, cardiopulmonary and integumentary systems and begins application of basic neuroscience principles. (Prerequisite: PHYT 527) (240 clinical hours)(4 semester hours credit)

Clinical Performance Criteria

The student:

- 1) Practices in a safe manner that minimizes risk to patient, self and others.
- 2) Demonstrates professional behavior in all situations.
- 3) Practices in a manner consistent with established legal and professional standards and ethical guidelines.
- 4) Communicates in ways that are congruent with situational needs.
- 5) Adapts delivery of physical therapy services with consideration for patients' differences, values, preferences, and needs.
- 6) Participates in self-assessment to improve clinical and professional performance.
- 7) Applies current knowledge, theory, clinical judgment, and the patient's values and perspective in patient management.
- 8) Determines 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) Performs a physical therapy examination.
- 10) Evaluates data from the patient examination (history, systems review, and tests and measures) to make clinical judgments.
- 11) Determines a diagnosis and prognosis that guides future patient management.
- 12) Establishes a physical therapy plan of care that is safe, effective, patient-centered, and evidence-based.
- 13) Performs physical therapy interventions in a competent manner.
- 14) Educates others (patients, caregivers, staff, students, other health care providers, business and industry representatives, school systems)) using relevant and effective teaching methods.
- 15) Produces quality documentation in a timely manner to support the delivery of physical therapy services.
- 16) Selects and analyzes data from selected outcome measures in a manner that supports accurate analysis of individual patient and group outcomes.
- 17) Participates 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) Directs and supervises personnel to meet patient's goals and expected outcomes according to legal standards and ethical guidelines.

Criteria for Grading

The evaluation instrument to be used in all Clinical Education courses is the APTA Physical Therapist Clinical Performance Instrument (CPI). The result for Clinical Education II will be judged satisfactory/in progress/no credit.

For a grade of Satisfactory, the student must achieve no "significant concerns boxes" checked written comments from the CI reflecting satisfactory performance.

In addition, for successful completion of the course, the student must meet the following expectations while participating in this clinical education course:

- Maintain communication with the DCE at all times during the clinical education experience. The DCE is the course coordinator for all clinical education courses and will serve as advisor, facilitator, and monitor.
- Contact the Center Coordinator of Clinical Education (CCCE) prior to the beginning of the experience to confirm arrangements
- Review the Clinical Center Information Form for the assigned site. These forms are found in the DCE's office.
- Provide evidence of health insurance coverage.
- Meet all health and safety requirements of the clinical education assigned site. The sites require specific immunizations and/or health status screening prior to the beginning of a clinical education experience. These requirements differ. As an example, some sites require TB tests to be completed a month prior to the experience, while other sites will accept tests completed several months earlier than the start date of the assignment. Review the Medical Information section of the assigned site's Clinical Center Information Form. It is the responsibility of the student to identify the requirements and provide evidence of completion to the facility and/or educational program. Failure to meet this requirement will result in a delayed beginning of the experience. This may jeopardize timely completion of the course. Students are advised to maintain their own copies of all immunization records and physical exams, etc.
- Maintain current CPR certification.
- Forward criminal background checks to sites if required by that site. Some states require all healthcare workers to provide this evidence. Check the Clinical Center Information Form to determine if your assigned site has this requirement. The University does not provide this information to the site. It is the student's responsibility and students may bear the expense rather than the clinical site.
- Attend all assigned days of the clinical experience. Students are expected to work the clinic's schedule, regardless of university closings. If the student is not able to attend the clinical experience for any reason, the student must notify the DCE and the clinical instructor or CCCE prior to 8:00 a.m. that day. If voice mail is utilized initially, it is the responsibility of the student to follow-up with the clinical instructor. Missed time may delay completion of degree requirements and could jeopardize the student's continuation in the clinical experience.

- Schedule make-up time for any absences. If the site is unable to accommodate, the student must contact the DCE within one week of the absence to determine additional remedial work.
- In the event the student will be late to clinic, the student must contact the DCE, CI, and CCCE prior to the assigned beginning time. Criteria #2 in the CPI includes assessment of punctuality. If tardiness is a significant concern, it will result in a failing grade for the clinical education course.
- Complete a self-assessment at mid-term and final using the CPI. You must review your self-assessment with the Clinical Instructor and return the assessment to the DCE.
- Complete all assignments made by CI willingly, thoroughly, promptly, and satisfactorily. The consequence of failing to meet this requirement may result in interruption of the clinical education course.
- Take necessary supplies (goniometer, reflex hammer, measuring tape, stethoscope, and gait belt) and texts to clinical setting each day of the experience.
- Adhere to all policies and procedures of the clinical site. Failure to do so may result in termination of the experience.
- Complete an evaluation of the clinical site and your clinical instructor. Review the results with the CI before returning the evaluation to the DCE.
- Arrange to meet and talk with professionals from at least two other health related fields, e.g., OT, RT, SP, MSW, RN. The purpose of this contact is to find out about their roles in patient care.
- Develop a written case report to be presented in the following semester.

The faculty will review the CPI and determine the grade to be awarded. If a student is awarded an In Progress grade, the work must be made up by the end of Clinical Education III or the In Progress will translate to a No Credit.

If a student is judged to be at risk and significant concerns are indicated, a grade of No Credit will be earned in the course.

Attention: If you are a student with a disability (i.e., physical, learning, psychiatric, etc) and think that you might need assistance or an academic accommodation in this class or any other class, please contact the Office for Students with Disabilities at 425-4006 or go to the office- 102 Frist Hall.

If you find that personal problems, career indecision, study and time management difficulties, etc. are adversely impacting your successful progress at UTC, please contact the Counseling and Career Planning Center at 425-4438.

PHYT 734 Clinical Education III
6th semester

Debbie Ingram, PT, EdD

Academic Coordinator of Clinical Education

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Course Description

This clinical experience allows the student to perform the elements of patient/client management with an emphasis on the neuromuscular, musculoskeletal, cardiopulmonary and integumentary systems working predominantly with patients with neurological dysfunction. . (Prerequisite: PHYT 732) (320 clinical hours)(5 credit hours)

Clinical Performance Criteria

The student:

- 1) Practices in a safe manner that minimizes risk to patient, self and others.
- 2) Demonstrates professional behavior in all situations.
- 3) Practices in a manner consistent with established legal and professional standards and ethical guidelines.
- 4) Communicates in ways that are congruent with situational needs.
- 5) Adapts delivery of physical therapy services with consideration for patients' differences, values, preferences, and needs.
- 6) Participates in self-assessment to improve clinical and professional performance.
- 7) Applies current knowledge, theory, clinical judgment, and the patient's values and perspective in patient management.
- 8) Determines 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) Performs a physical therapy examination.
- 10) Evaluates data from the patient examination (history, systems review, and tests and measures) to make clinical judgments.
- 11) Determines a diagnosis and prognosis that guides future patient management.
- 12) Establishes a physical therapy plan of care that is safe, effective, patient-centered, and evidence-based.
- 13) Performs physical therapy interventions in a competent manner.
- 14) Educates others (patients, caregivers, staff, students, other health care providers, business and industry representatives, school systems)) using relevant and effective teaching methods.
- 15) Produces quality documentation in a timely manner to support the delivery of physical therapy services.
- 16) Selects and analyzes data from selected outcome measures in a manner that supports accurate analysis of individual patient and group outcomes.
- 17) Participates 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) Directs and supervises personnel to meet patient's goals and expected outcomes according to legal standards and ethical guidelines.

Criteria for Grading

The evaluation instrument to be used in all Clinical Education courses is the APTA Physical Therapist Clinical Performance Instrument (CPI). The result for Clinical Education III will be judged satisfactory/in progress/no credit.

For a grade of Satisfactory, the student must achieve: no “significant concerns boxes” checked and written comments from the CI reflecting satisfactory performance.

In addition, for successful completion of the course, the student must meet the following expectations while participating in this clinical education course:

- Maintain communication with the DCE at all times during the clinical education experience. The DCE is the course coordinator for all clinical education courses and will serve as advisor, facilitator, and monitor.
- Contact the Center Coordinator of Clinical Education (CCCE) prior to the beginning of the experience to confirm arrangements
- Review the Clinical Center Information Form for the assigned site. These forms are found in the DCE’s office.
- Provide evidence of health insurance coverage.
- Meet all health and safety requirements of the clinical education assigned site. The sites require specific immunizations and/or health status screening prior to the beginning of a clinical education experience. These requirements differ. As an example, some sites require TB tests to be completed a month prior to the experience, while other sites will accept tests completed several months earlier than the start date of the assignment. Review the Medical Information section of the assigned site’s Clinical Center Information Form. It is the responsibility of the student to identify the requirements and provide evidence of completion to the facility and/or educational program. Failure to meet this requirement will result in a delayed beginning of the experience. This may jeopardize timely completion of the course. Students are advised to maintain their own copies of all immunization records and physical exams, etc.
- Maintain current CPR certification.
- Forward criminal background checks to sites if required by that site. Some states require all healthcare workers to provide this evidence. Check the Clinical Center Information Form to determine if your assigned site has this requirement. The University does not provide this information to the site. It is the student’s responsibility and students may bear the expense rather than the clinical site.
- Attend all assigned days of the clinical experience. Students are expected to work the clinic’s schedule, regardless of university closings. If the student is not able to attend the clinical experience for any reason, the student must notify the DCE and the clinical instructor or CCCE prior to 8:00 a.m. that day. If voice mail is utilized initially, it is the responsibility of the student to follow-up with the clinical instructor. Missed time may delay completion of degree requirements and could jeopardize the student’s continuation in the clinical experience.
- Schedule make-up time for any absences. If the site is unable to accommodate, the student must contact the DCE within one week of the absence to determine additional remedial work.

- In the event the student will be late to clinic, the student must contact the DCE, CI, and CCCE prior to the assigned beginning time. Criteria #2 in the CPI includes assessment of punctuality. If tardiness is a significant concern, it will result in a failing grade for the clinical education course.
- Complete a self-assessment at mid-term and final using the CPI. You must review your self-assessment with the Clinical Instructor and return the assessment to the DCE.
- Complete all assignments made by CI willingly, thoroughly, promptly, and satisfactorily. The consequence of failing to meet this requirement may result in interruption of the clinical education course.
- Take necessary supplies (goniometer, reflex hammer, measuring tape, stethoscope, and gait belt) and texts to clinical setting each day of the experience.
- Adhere to all policies and procedures of the clinical site. Failure to do so may result in termination of the experience.
- Complete an evaluation of the clinical site and your clinical instructor. Review the results with the CI before returning the evaluation to the DCE.
- Attend a multi-disciplinary patient care conference.
- Develop a written case report to be presented in the following semester.

The faculty will review the CPI and determine the grade to be awarded. If a student is awarded an In Progress grade, the work must be made up by the end of Clinical Internship or the In Progress will translate to a No Credit.

If a student is judged to be at risk and significant concerns are indicated, a grade of No Credit will be earned in the course.

Attention: If you are a student with a disability (i.e., physical, learning, psychiatric, etc) and think that you might need assistance or an academic accommodation in this class or any other class, please contact the Office for Students with Disabilities at 425-4006 or go to the office- 102 Frist Hall.

If you find that personal problems, career indecision, study and time management difficulties, etc. are adversely impacting your successful progress at UTC, please contact the Counseling and Career Planning Center at 425-4438.

PHYT 790 Clinical Internship

8th semester

Debbie Ingram, EdD. P.T.

Academic Coordinator of Clinical Education

Office Phone: 423-425-4767

FAX: 423-425-2215

E-mail: Debbie-Ingram@utc.edu

Course Description

This clinical internship is the final course of the curriculum. Students will work under the direct supervision of a physical therapist focusing on a particular patient/client population selected by the student. The desired outcome is for the student to reach entry-level performance in patient/client management. (Prerequisite: PHYT 734) (600 clinical hours)(9 credit hours)

Clinical Performance Criteria

The student:

- 1) Practices in a safe manner that minimizes risk to patient, self and others.
- 2) Demonstrates professional behavior in all situations.
- 3) Practices in a manner consistent with established legal and professional standards and ethical guidelines.
- 4) Communicates in ways that are congruent with situational needs.
- 5) Adapts delivery of physical therapy services with consideration for patients' differences, values, preferences, and needs.
- 6) Participates in self-assessment to improve clinical and professional performance.
- 7) Applies current knowledge, theory, clinical judgment, and the patient's values and perspective in patient management.
- 8) Determines 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) Performs a physical therapy examination.
- 10) Evaluates data from the patient examination (history, systems review, and tests and measures) to make clinical judgments.
- 11) Determines a diagnosis and prognosis that guides future patient management.
- 12) Establishes a physical therapy plan of care that is safe, effective, patient-centered, and evidence-based.
- 13) Performs physical therapy interventions in a competent manner.
- 14) Educates others (patients, caregivers, staff, students, other health care providers, business and industry representatives, school systems)) using relevant and effective teaching methods.
- 15) Produces quality documentation in a timely manner to support the delivery of physical therapy services.
- 16) Selects and analyzes data from selected outcome measures in a manner that supports accurate analysis of individual patient and group outcomes.
- 17) Participates 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) Directs and supervises personnel to meet patient's goals and expected outcomes according to legal standards and ethical guidelines.

Criteria for Grading

The evaluation instrument to be used in all Clinical Education courses is the APTA Physical Therapist Clinical Performance Instrument (CPI). The result for Clinical Internship will be using letter grades. For a grade of A, the student must achieve entry-level performance on each of the 18 clinical performance criteria using the Web CPI scale.

In addition, for successful completion of the course, the student must:

- Maintain communication with the DCE at all times during the clinical education experience. The DCE is the course coordinator for all clinical education courses and will serve as advisor, facilitator, and monitor.
- Contact the Center Coordinator of Clinical Education (CCCE) prior to the beginning of the experience to confirm arrangements
- Review the Clinical Center Information Form for the assigned site. These forms are found in the DCE's office.
- Provide evidence of health insurance coverage.
- Meet all health and safety requirements of the clinical education assigned site. The sites require specific immunizations and/or health status screening prior to the beginning of a clinical education experience. These requirements differ. As an example, some sites require TB tests to be completed a month prior to the experience, while other sites will accept tests completed several months earlier than the start date of the assignment. Review the Medical Information section of the assigned site's Clinical Center Information Form. It is the responsibility of the student to identify the requirements and provide evidence of completion to the facility and/or educational program. Failure to meet this requirement will result in a delayed beginning of the experience. This may jeopardize timely completion of the course. Students are advised to maintain their own copies of all immunization records and physical exams, etc.
- Maintain current CPR certification.
- Forward criminal background checks to sites if required by that site. Some states require all healthcare workers to provide this evidence. Check the Clinical Center Information Form to determine if your assigned site has this requirement.
- Attend all assigned days of the clinical experience. Students are expected to work the clinic's schedule, regardless of university closings. If the student is not able to attend the clinical experience for any reason, the student must notify the DCE and the clinical instructor or CCCE prior to 8:00 a.m. that day. If voice mail is utilized initially, it is the responsibility of the student to follow-up with the clinical instructor. Missed time may delay completion of degree requirements and could jeopardize the student's continuation in the clinical experience.
- Schedule make-up time for any absences. If the site is unable to accommodate, the student must contact the DCE within one week of the absence to determine additional remedial work.
- In the event the student will be late to clinic, the student must contact the DCE, CI, and CCCE prior to the assigned beginning time. Criteria #2 in the CPI includes assessment of punctuality. If tardiness is a significant concern, it will result in a failing grade for the clinical education course.

- Complete a self-assessment at mid-term and final using the Web CPI. You must review your self-assessment with the Clinical Instructor.
- Complete an evaluation of the clinical site and your clinical instructor. Review the results with the CI before returning the evaluation to the Director of Clinical Education.
- Complete all assignments made by CI willingly, thoroughly, promptly, and satisfactorily. The consequence of failing to meet this requirement may result in interruption of the clinical education course.
- Take necessary supplies (goniometer, reflex hammer, measuring tape, stethoscope, and gait belt) and texts to clinical setting each day of the experience.
- Adhere to all policies and procedures of the clinical site. Failure to do so may result in termination of the experience.

Other letter grades will be awarded for students not meeting the A criteria. The grade will depend on the number of items completed and oral and written feedback from the clinical instructor. If a student is judged to be at risk and significant concerns are indicated on any of the items, a grade of F will be earned in the course.

Attention: If you are a student with a disability (i.e., physical, learning, psychiatric, etc) and think that you might need assistance or an academic accommodation in this class or any other class, please contact the Office for Students with Disabilities at 425-4006 or go to the office- 102 Frist Hall.

If you find that personal problems, career indecision, study and time management difficulties, etc. are adversely affecting your successful progress at UTC, please contact the Counseling and Career Planning Center at 425-4438 or stop by the office in room 338 of the University Center.

Professional Curriculum Plan: 1st Year DPT

FALL SEMESTER		
PHYT 502	Introduction to Patient/Client Management	2 hrs
PHYT 503	Therapeutic Exercise and Health Promotion	4 hrs
PHYT 504	Professional Communication and Education	2 hrs
PHYT 505	Evidence in Practice	2 hrs
PHYT 506	Musculoskeletal Examination	2 hrs
PHYT 510	Human Gross Anatomy	6 hrs
		Total 18 hrs
SPRING SEMESTER		
PHYT 513	Kinesiology and Biomechanics	2 hrs
PHYT 515	Neuroscience	5 hrs
PHYT 517	Physical Agents	2 hrs
PHYT 519	Pathology	3 hrs
PHYT 523	Physical Therapy Management of Musculoskeletal Disorders of the Upper Extremities	3 hrs
PHYT 529	Physical Therapy Management of Musculoskeletal Disorders of the Lower Extremities	3 hrs
		Total 18 hrs
SUMMER SEMESTER		
PHYT 512	Physical Therapy Management of Orthopaedic Disorders of the Spine	4 hrs
PHYT 527	Clinical Education I	4 hrs
PHYT 518	Electrotherapeutic modalities	2 hrs
		Total 10 hrs

Professional Curriculum Plan: 2nd Year DPT

FALL SEMESTER		
PHYT 711	Physical Therapy Management of Cardiopulmonary Dysfunction	4 hrs
PHYT 725	Critical Inquiry	3 hrs
PHYT 728	Physical Therapy Management of Medical/Surgical Conditions I	2 hrs
PHYT 735	Clinical Applications across the Lifespan	2 hrs
PHYT 736	Physical Therapy Management of Patients/Clients with Neurological Dysfunction	4 hrs
PHYT 753	Human Growth and Development across the Lifespan	3 hrs
	Total	18 hrs
SPRING SEMESTER		
PHYT 720	Psychosocial Aspects of Disability	2 hrs
PHYT 742	Physical Therapy Management of Adults and Elders with Neurologic Dysfunction	4 hrs
PHYT 744	Physical Therapy Management of Infants, Children and Adolescents with Neurologic Dysfunction	4 hrs
PHYT 738	Physical Therapy Management of Medical/Surgical Conditions II	3 hrs
PHYT 748	Physical Therapy Management of Medical/Surgical Conditions III	3 hrs
PHYT 750	Research Investigation I	2 hrs
	Total	18 hrs
SUMMER SEMESTER		
PHYT 732	Clinical Education II	4 hrs
PHYT 734	Clinical Education III	5 hrs
	Total	9 hrs

Professional Curriculum Plan: 3rd Year DPT

FALL SEMESTER		
PHYT 722	Administration in Physical Therapy	3 hrs
PHYT 726	Movement Disorders	2 hrs
PHYT 740	Differential Diagnosis in Physical Therapy	3 hrs
PHYT 752	Research Investigation II	2 hrs
PHYT 755	Applied Patient/Client Management	2 hrs
	Elective Course Offerings (may include)	6 hrs
PHYT 797	Individual Studies	1-3 hrs
PHYT 760	Advanced Clinical Orthopedics	3 hrs
PHYT 762	Advanced Neurorehabilitation	3 hrs
PHYT 764	Advanced Manual Therapy	3 hrs
	Total	18 hrs
SPRING SEMESTER		
PHYT 790	Clinical Internship	9 hrs
PHYT 785	Preparation for Licensure	2 hrs
	Total	11 hrs

SECTION IV:
POLICIES
FORMS
SAMPLE CONTRACT

ASSIGNMENT OF STUDENTS

The DCE will send a clinic request form to all affiliating sites on March 1 of each year. The PT programs across the country have established this uniform mailing date to make it easier for clinic sites in their planning of CI availability. The DCE will include specific guidelines concerning the types of patients and experiences desired for the students. The Center Coordinator of Clinical Education is requested to choose the dates the site can accommodate a student (see example on next page).

Once the sites respond, a master list of available sites is posted for the students to review. The DCE allows the students to submit requests for particular sites. However, the assignments are made by the DCE depending on the students' clinical and personal needs. If a site is not going to be utilized for a particular clinical experience, the DCE will notify the site as early as possible, to allow the site to accommodate another student.

STUDENT INFORMATION FORM

Prior to each clinical experience, the DCE will forward a letter indicating the name of the assigned student, the type of desired experience, and the corresponding date of the experience. In addition, a copy of the assigned student's Information Form will also be sent. This form includes demographic information and previous clinical site experiences (see example following this section).

STUDENT HEALTH FORM

All students are required to have a physical examination prior to beginning the first clinical experience. Each student is required to bring a copy of the Medical History and Physical Examination Form to the clinical site. The DCE will also send a copy when the assignment is made. An example follows this section.

In addition, all students are required to maintain health/accident insurance while enrolled in our program. Evidence of proof will be reflected on the Student Information Form.

CPR

All students are required to maintain current CPR certification. Students should present evidence of this requirement to the clinic site on the first day of the experience.

LIABILITY INSURANCE

All students are required to have liability insurance through the University. An example of the policy follows this section.

CRIMINAL BACKGROUND CHECKS

All students are required to have criminal background checks completed prior to beginning the program.

MEMORANDUM

To: Center Coordinators of Clinical Education
From: Debbie Ingram, Academic Coordinator of Clinical Education
Re: Clinical Education Upcoming Calendar for Next Year
Date: March 1, XXXX

Thank you very much for your support of our physical therapy program. This document contains our upcoming clinical education calendar for the year XXXX. Please indicate your willingness and availability.

Clinical Site: _____

Center Coordinator of Clinical Education: _____

Clinical Education I Needs primarily an **outpatient orthopedic** experience; limited acute ortho is also appropriate if available-but not required. End of first year of program, 1st clinical experience. Will have completed musculoskeletal dysfunction of spine & extremities, basic skills, communication, and human growth & development.

Number of students: _____ June 21-August 6, XXXX (7 weeks)

Clinical Education II Needs **acute care** experience. End of second year of program. Will have completed orthopedic, cardiopulmonary, integumentary and neurological evaluation and intervention.

Number of students: _____ May 3-June 11, XXXX (6 weeks)

Clinical Education III Needs **neurorehabilitation** experience (pediatrics and/or adults). Will have completed acute care experience and all evaluation & intervention courses.

Number of students _____ June 14-August 6, XXXX (8 weeks)

Clinical Internship January 5-April 16, XXXX (15 weeks)

Specialty experience. Students will have the opportunity to choose a particular clinical emphasis from the various available options. This is the final clinical experience prior to graduation.

Type of Experience Your Site Can Offer _____ (_____ student(s))

_____ (_____ student(s))

Email your response to Debbie-Ingram@utc.edu, or FAX **423-425-2215**; or mail to: Debbie Ingram, PT Dept, UTC, 615 McCallie Ave, Chattanooga, TN 37403. **Please return this completed form by April 15, XXXX.**

Please call me at 423-425-4767 if you have questions!

**UNIVERSITY OF TENNESSEE AT CHATTANOOGA
PHYSICAL THERAPY DEPARTMENT
DPT STUDENT INFORMATION FORM**

Name _____

Email _____ Phone _____

Address _____

Emergency contact _____ Phone _____

Reasonable Accommodations Desired _____

Health Insurance: Company _____ Policy No. _____

CPR Certification Expiration Date _____

Social Security Number _____

Physical Therapy Class of _____

Physical Therapy Clinical Education Experiences:

I. (7 weeks) _____

II. (6 weeks) _____

III. (8 weeks) _____

Internship (15 weeks) _____

Signature _____

Photograph

STUDENT'S NEEDS FOR CLINICAL EXPERIENCE
University of Tennessee at Chattanooga
Physical Therapy Department

Student _____

Types of patients I need to work with during this clinical:

Types of patients I have worked with the most in other clinical experiences:

Skills I need to practice:

Skills I have practiced the most:

My clinical strengths:

My clinical areas needing improvement:

Other things I would like to see or do while at your facility if time permits:

Additional comments:

DRESS CODE

For clinical education experiences, students are expected to abide by the dress code of the assigned facility. Students should contact the center coordinator of clinical education at the assigned site prior to their scheduled *clinical experiences* to inquire about their policies.

When patients are invited to our classroom, or when the class participates in a clinical lab in a clinical facility, students are expected to abide by the following dress code:

1. Students will wear appropriate street clothes to include:
 - Trousers or business-type slacks.
 - Flat closed-toe shoes with appropriate hosiery. (Clean tennis shoes are acceptable.)

No jeans, shorts, *sleeveless tops with shoulders exposed*, or t-shirts are allowed.

2. Students will always wear their name UTC picture ID tags indicating "PT Intern". Nametags should be obtained from the UTC I.D. office in the Administrative Building (next to Room 203)
3. A white lab jacket worn over street clothes may be required by the facility.
4. Jewelry may only be worn conservatively. Pendant necklaces, bangle bracelets, large dangling earrings, and fashion rings may not be worn.

No more than four earrings of a conservative style are permitted. Other than small earrings no visible piercings are permitted, to include tongue piercing.

5. All tattoos must be concealed at all times.
6. Hair must be kept neat and clean. Unconventional hairstyles should be avoided. Hair should be secured so as not to fall loosely from the head.
7. Perfumes and colognes will only be worn conservatively.
8. Nails should be kept closely trimmed, and polish may be worn if properly maintained.
9. Students are expected to show good grooming habits and personal hygiene in their appearance.

STUDENT EVALUATIONS

The clinical progress of a physical therapy student should be monitored on an ongoing basis utilizing the APTA's *Web Clinical Performance Instrument* (CPI). Students must complete a self-assessment and clinical instructors will complete a separate assessment. A midterm assessment is required. At the end of the clinical experience, the CPI should be completed by the CI and signed by both the CI and the student.

PROFESSIONAL BEHAVIORS

Students are expected to demonstrate appropriate professional behaviors throughout the clinical experience. Our program teaches the students that the "Generic Abilities" are essential for professional success. A copy of these behaviors follows this page. In addition, if a student needs improvement, beginning, developing and advanced criteria are attached for use in developing an improvement contract.

SIGNIFICANT CONCERNS

Occasionally, a student will experience difficulties during the clinical experience. If the CI and/or CCCE are unable to develop an appropriate strategy for correction, the DCE is always available to intervene. Please feel free to call with your concerns. Maintaining a safe environment and demonstrating appropriate professional behaviors is of utmost concern to our department. We are available to travel to the site or make frequent contacts to you and /or the student. As you are completing the mid-term and final assessment of the student's performance, please note that you must call the DCE if you are noting significant concerns. The University or Facility may request withdrawal or dismissal of any student whose performance record or conduct does not justify continuance in clinical education at the Facility.

ATTENDANCE

Students are expected to follow the schedule of the clinical instructor. Students may be excused for national holidays, if the clinic is closed &/or the clinical instructor is not working. In the event of an absence due to illness, the student is expected to contact the clinical instructor or center coordinator of clinical education prior to the beginning of the work day. The DCE should also be contacted by the student via email or phone. It is at the discretion of the clinic site as to whether the student must make up a single missed day because of illness. If the student misses more than one day, the student should make up the time when it is convenient for the facility.

SAMPLE UNIVERSITY CONTRACT

AFFILIATION AGREEMENT

This agreement entered into this 1st day of ..., by and between The University of Tennessee, hereinafter referred to as the "University," and, hereinafter referred to as the "Facility," will be effective as of This agreement will be automatically renewed annually unless either party to this agreement shall notify the other in writing of its intention not to renew this agreement and said notices shall be given at least ninety days prior to the expiration of the term hereof or of any renewed term thereof.

Both parties understand and agree that the parties hereto may revise or modify this agreement by written amendments whenever the same shall be agreed upon by both parties.

The Facility and the University hereby mutually agree to the following:

- 1. The purpose of the agreement shall be to establish an affiliation between the University and the Facility to provide a quality clinical education for physical therapy students.**
- 2. The determination of the number of students, their schedules, and the availability of the Facility shall be made by mutual agreement between the University and the Facility.**
- 3. Both parties agree that the clinical education of the student shall complement the service and educational activities of the Facility; however, it is understood that students shall not be used in lieu of professional or staff personnel and shall be under the supervision of a clinical instructor acceptable to the University.**
- 4. The University maintains the privilege of visiting the Facility before, after and/or during the internship period.**
- 5. Each student performs with high standards at all times and complies with all policies and regulations of the appropriate clinical department of the Facility to which he/she is assigned.**
- 6. The University or Facility may request withdrawal or dismissal of any student whose performance record or conduct does not justify continuance in clinical education at the Facility. Established University policy will be followed in this regard.**
- 7. The University and the Facility agree that it shall be the student's responsibility to provide transportation to and from the Facility for the assignment.**

8. **The University and the Facility will make no distinction in the admission of students on the basis of race, religion, creed, color, sex, age, handicap, or national origin.**

Responsibilities of the Facility:

1. **The director of the physical therapy department or his/her designee at the Facility shall be the Clinical Instructor for the physical therapy students. The Facility agrees to notify the University of any change in the Clinical Instructor and to involve the academic coordinator of clinical education (UTC faculty) so as to assure continuity in curriculum and instruction.**
2. **The Facility agrees to submit to the University an evaluation of each student's progress based upon his/her performance during the clinical experience. Format for evaluation is established by the University, unless otherwise agreed to by the University.**
3. **The Facility agrees to help students (in out-of-city clinical sites) obtain room and board with the understanding that the students abide by regulations set up by their respective residences.**
4. **The Facility agrees to provide emergency medical treatment to students if needed for illness or injury suffered during the clinical experience. Such treatment shall be at the expense of the individual treated.**
5. **The Facility agrees to have each student assigned to the Clinical Instructor responsible for his/her clinical education for appropriate instruction.**
6. **The Facility agrees, if appropriate, to provide instruction in procedures which are considered specialty areas of Facility and in use of equipment with which the student is not familiar.**
7. **The Facility agrees to require each student to attend such meetings and clinics at the Facility as directed by the Clinical Instructor responsible for his/her clinical education.**
8. **The Facility agrees to comply, to the extent applicable to it, with all requirements imposed by or pursuant to Title IX of the education Amendments of 1972 (P.L. 92-318), as amended, 20 U.S.C. S 1681, 1682, 1683 and 1685, and all applicable implementing regulations of the Departments of Health and Human Services and Education, as now or hereafter amended, (45 C.F.R. Part 86) to the end that no person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.**
9. **The Facility hereby warrants that it is in compliance with all laws and regulations governing the practice of physical therapy.**

Responsibilities of the University:

- 1. The University shall send to the Facility only those students who are prepared for clinical education and who will abide by the Code of Ethics of the American Physical Therapy Association.**
- 2. The University shall notify the Facility if students have medical problems and/or physical disabilities which require reasonable accommodation.**
- 3. The University shall provide the Facility with a summary of the student's education and clinical experience.**
- 4. The University shall make available to its students informational materials, provided by the Department of Physical Therapy, in regard to learning experiences that can be provided by the department within the Facility.**
- 5. The University shall designate a faculty member as the Academic Coordinator of Clinical Education to coordinate scheduling with students and the Clinical Instructor, visit the Facility, provide course information and objectives to Clinical Instructors and assist in resolving problems and difficulties which may arise.**
- 6. The University shall have responsibility for the curriculum provided its students at the Facility.**
- 7. The University shall have the responsibility for notifying the Facility of the arrival and reporting of the student to the designated staff member at the Facility.**
- 8. The University shall make a copy of this agreement available to each student participating in the program.**
- 9. The University agrees to send the Facility only those students who have obtained health insurance and cardiopulmonary resuscitation certification.**
- 10. The University shall provide a certificate describing the professional liability insurance for students. The liability of all faculty, as well as the liability of the University as an entity, is subject to the provisions of the Claims Commission Act, Tennessee Code Annotated 9-8-301 et seq.**

The Facility and the University of Tennessee at Chattanooga will take every reasonable effort to protect patient information. The University of Tennessee at Chattanooga shall direct its students to comply with the policies and procedures of the agency, including those governing the use and disclosure of individually identifiable health information under federal law, specifically 45 CFR Parts 160 and 164. Solely for the purpose of defining the students' role in relation to the use and disclosure of the agency's Protected Health Information, the students are defined as members of the agency's work force as the term is defined by 45 CFR 160.13, when

engaged in activities pursuant to this Agreement. However, the students are not and shall not be considered to be employees of the agency for any other purpose.

IN WITNESS WHEREOF the parties hereto have caused this instrument to be executed by their officers on the date first hereinabove mentioned.

THE UNIVERSITY OF TENNESSEE

BY _____ BY _____

**Department Head
Physical Therapy Program
University of Tennessee at Chattanooga**

Title: _____

Federal ID Number _____ BY _____

**(Required) Vice Chancellor-Administration and
Finance
University of Tennessee at Chattanooga**

SECTION V:

REIMBURSEMENT OF STUDENT PROVIDED SERVICES

APTA Position on Student Supervision

Student physical therapists, when participating as part of a physical therapist professional education curriculum and when acting in accordance with the American Physical Therapy Association policy and applicable state laws and regulations, are qualified to provide services only under the direction and direct supervision of the physical therapist, who is responsible for patient/client management. Direct supervision means the physical therapist is physically present and immediately available for direction and supervision. The physical therapist will have direct contact with the patient/client during each visit that is defined in the *Guide to Physical Therapist Practice*, as all encounters with a patient/client in a 24-hour period. Telecommunications does not meet the requirement of direct supervision. (2006)

Reimbursement of Student Provided Services-Medicare Part B

<http://www.apta.org/AM/Template.cfm?Section=Home&CONTENTID=21075&TEMPLATE=/CM/ContentDisplay.cfm>

SECTION VI:

STUDENT ASSESSMENT OF CLINICAL EDUCATION EXPERIENCE

Students will complete mid-term and final assessments of the clinical site, clinical instructor and level of preparation for the clinical experience. The form is available on the APTA website:

<http://www.apta.org/AM/Template.cfm?Section=Home&TEMPLATE=/CM/ContentDisplay.cfm&CONTENTID=32953>

SECTION VII:

APTA CLINICAL EDUCATION

GUIDELINES

The APTA Clinical Education Guidelines for Clinical Sites, the Center Coordinator of Clinical Education and the Clinical Instructor are available at:

<http://www.apta.org/AM/Template.cfm?Section=Clinical&Template=/MembersOnly.cfm&ContentID=26872>