



UNIVERSITY OF  
NEW ENGLAND

INNOVATION FOR A HEALTHIER WORLD

DEPARTMENT OF PHYSICAL  
THERAPY

2023/2024

CLINICAL EDUCATION STUDENT  
HANDBOOK

(Effective August 31, 2023)



## University of New England Clinical Education

Mission: The University of New England Department of Physical Therapy Clinical Education is dedicated to promoting excellence in patient care by thoughtfully preparing students for

**Clinical Education Curriculum:** The portion of the physical therapist education program that includes all parttime and fulltime clinical education experiences as well as the supportive preparatory and administrative components.

**Clinical Education Environment:** The physical space(s) and/or the structures, policies, procedures, and culture within the clinical education site.

**Clinical Education Experience:** Experiences that allow students to apply and attain professional knowledge, skills, and behaviors within a variety of environments. Experiences include those of short and long duration (eg, parttime, full-time), provide a variety of learning opportunities, and include physical therapy services for patients/clients across the lifespan and practice settings. Although the emphasis is on the development of patient/client physical therapy skills, experiences also may include interprofessional experiences and non-patient/client service delivery, such as research, teaching, supervision, and administration. Clinical education experiences are a part of the professional curriculum and include formal student assessment. At UNE, the formal experiences are called Clinical Practica.

**Clinical Education Faculty:** The individuals engaged in providing the clinical education components of the curriculum, generally referred to as either site ~~coordinators~~ of clinical education (SCCEs), preceptors, or clinical instructors. Although the academic institution does not usually employ these individuals, they do agree to certain standards of behavior through contractual arrangements for their services.

**Clinical Education Site:** A health service delivery agency or other setting in which clinical education experiences are provided for physical therapist students. The clinical education site may be, but is not limited to, a hospital, agency, clinic, office, school, or home and is affiliated with the education program(s) through a contractual agreement.

**Clinical Instructor:** The physical therapist responsible for the physical therapist student and for directly instructing, guiding, supervising, and formally ~~assessing~~ the student during the clinical education experience. When engaged in ~~full~~ clinical education designated to meet the minimum number of weeks required by the Commission on Accreditation in physical therapy education (CAPTE), the clinical instructor ~~must~~ be a licensed physical therapist with a minimum of one year of fulltime (or equivalent) ~~post~~ licensure clinical experience.

**Clinical Performance Assessment:** Formal and informal processes designed to appraise physical therapist student performance during clinical education experiences. Assessment may be formative or summative in nature and performed for the purposes of providing feedback, improving learning, revising learning experiences, and determining successful attainment of student performance ~~expectations~~ during clinical education experiences.

**Clinical Performance Evaluation Tool:** A valid, reliable, and multidimensional clinical performance assessment tool utilized to determine if, and how well, a student meets established objectives during clinical education experiences.

**Collaborative Education Model:** A clinical education experience in which 2 (or more) physical therapist students are assigned to 1 (or more) preceptor/clinical instructor(s). The students work cooperatively under the preceptor/clinical instructor(s). Examples include 2:1, 2:2, or 3:1 student to preceptor/clinical instructor ratio. Students may be from the same or different programs and may be at the same or different levels of training.

**Didactic Curriculum:** The component of the physical therapist professional education program that comprises the content, instruction, learning experiences, and assessment directed by the academic faculty.

**Director of Clinical Education:** Academic faculty member who is responsible for planning, directing, and evaluating the clinical education program for the academic institution, including facilitating clinical site and clinical faculty development.

**Entry-Level Physical Therapist Clinical Performance:** Performance that demonstrates knowledge, skills, and behaviors consistent with effective, efficient, and safe patient/client management to achieve optimal outcomes.

**Fellowship:** A postprofessional planned learning experience comprised of a curriculum encompassing the essential knowledge, skills, and responsibilities of an advanced physical

Full-Time Clinical Educational Experience: A clinical education experience in which a student is engaged for a minimum of 35 hours per week. ~~Full~~ clinical education experiences designated to achieve the minimum number of ~~clock~~ hours set forth by CAPTE are directed by a physical therapist clinical instructor. An integrated clinical education experience may be a full time clinical education experience.

Integrated Clinical Education (ICE): ICE is a curriculum design model where ~~clinical~~ education experiences are purposefully organized within a curriculum. In physical therapist

length. A parttime clinical education experience may be considered an integrated clinical education experience depending on the design of the experience and the learning objectives.

Physical Therapist Assistant Professional Education Program (PTA): Education comprised of didactic and clinical education designed to assure that students acquire the technical knowledge, skills, and behaviors required for entry level physical therapist assistant practice.

Physical Therapist Assistant Student: Student enrolled in a CAPTE accredited or CAPTE approved developing physical therapist assistant education program. Students should not be referred to as “physical therapy assistant students.”

Physical Therapist Postprofessional Education Program: Degree based professional development for the physical therapist to enhance professional knowledge, skills, and abilities beyond entry level. Examples include, but are not limited to, continuing education courses, postprofessional doctoral education programs, certificate programs, residencies, and fellowships. [Note: Examples of physical therapist assistant post entry level opportunities include, but are not limited to, continuing education courses, bachelor education programs, certificate programs, and advanced proficiency pathways.]

Physical Therapist Professional Education Program: Education comprised of didactic and clinical education designed to assure that students acquire the professional knowledge, skills, and behaviors required for entry level physical therapist practice. (6 (p)d)-10 (eo (h)-24, 1on C)-17TJA (-JTJE(

and procedures.pdf [Note: This definition will be updated to remain consistent with future revisions to the ABPTRFE Accreditation Handbook.]

Site Coordinator of Clinical Education: A professional who administers, manages, and coordinates clinical assignments and learning activities for students during their clinical education experience. In addition, this person determines the readiness of people to serve as preceptors and clinical instructors for students, supervises preceptors and clinical instructors in the delivery of clinical education experiences, communicates with the academic program regarding student performance, and provides essential information to academic programs.

Supervision: Guidance and direction provided to a physical therapist student by the preceptor or clinical instructor. This varies based on the complexity of the patient/client or environment, jurisdiction and payer rules and regulations, and needs of the physical therapist student.

Terminal full-time clinical education experience: A single, or set of, ~~final~~ clinical education experience(s) designated to achieve the minimum number of weeks set forth by CAPTE that occurs after the student ~~has~~ completed the didactic curriculum of a physical therapist professional education program. Students may return to the academic program for didactic instruction that does not require additional clinical education experiences. The expected outcome of the ~~final~~, or terminal, experience is ~~entry~~ level performance.

### III. Clinical Education Experiences

The University of New England physical therapy students will have a variety of clinical education opportunities as follows:

- A. PartTime Integrated Clinical Experiences (ICE): Students will complete ~~part~~ integrated clinical experiences during their second academic semester with specific objectives related to their didactic and laboratory experiences in the semester. Students must successfully complete ICE ~~expe~~riences to be eligible for ~~full~~time clinical experiences.
- B. Full-



- C. Full-Time Terminal Clinical Education Experience: Students will be assigned to a 12 week full time clinical experience which may fulfill a required setting, ~~those~~ those have been previously fulfilled, in a setting of choice.

Students must complete one inpatient experience, one outpatient experience and one “other” of their choosing or areas of interest. Students are also required to fulfill one of their experiences outside of a one hour and 15 minute radius from the Portland, Maine, campus. Sequencing of clinical education experiences throughout the didactic coursework component of the program is designed for the following:

- ” To provide students with the opportunity to practice skills shortly after they are learned.
- ” To evaluate student performance at a variety of points in the curriculum.
- ” To continue the problem oriented building process in clinical education.

#### IV. Responsibilities of Clinical Education Stakeholders

Directors of Clinical Education (DCE/ADCE)/Academic Clinical Education Team have several duties as follows, which are also achieved with staff support from the Clinical Placement Coordinator:

- ” Establish clinical placement opportunities for students with a breadth and depth of clinical focus in varied settings
- ” Coordinate student clinical placement opportunities for ICE and ~~three~~ three clinical experiences
- ” Provide policies and procedures for student clinical experiences, including placements, remediation, assessment and student support
- ” Deliver didactic seminar ~~by~~ instruction regarding expectations for clinical professionalism, personal leadership, and clinical readiness
- ” Provide placement counsel via individual student meetings as appropriate prior to clinical placement process
- ” Assess student clinical readiness, ~~including~~ including aspects of professional behavior and affective domain
- ” Conduct 360 degree evaluations of clinical education processes
- ” Communicate with clinical placement sites regarding student placement, student information, student progression via formative and summative assessments
- ” Cultivate student growth with advocacy and remediation as needed during the clinical education experiences
- ” Contribute to the professional development of clinical education faculty
- ” Establish legal contracts with clinical education ~~desi~~ sites



- ” Demonstrate readiness to learn, which includes reflective self-assessment, demonstration of responsibility for self, patient and environment, and professional behaviors.
- ” Check email daily, for optimal communication with the Clinical Education Team.
- ” Recognize and communicate abilities and limitations according to academic level, previous clinical experience and personal attributes.

#### V. Student Placement Process

The UNE DPT program has over 200 signed clinical education contracts, with offerings from each location solicited

from the faculty, knowledge of certain site environments, and knowledge of student readiness related to the cognitive, psychomotor and affective domains which is used to match students to2 (clo)-2 (s)-1 ( )]TJ 0.002 Tc [0.002 Tw 11.04fo

Change of Clinical Sites -Clinical sites may change after student assignment based upon site availability and unforeseen site circumstances. The UNE DPT program is not responsible for site

conflict of interest once placed in a clinical setting. Subsequent discovery of concealment or non-disclosure may result in failure of the clinical experience.

## VI. Student Requirements

### Health Requirements

Students must meet all health requirements designated by the university and the clinical site. All UNE DPT students must meet the WCHP/UNE requirements. Clinical site requirements vary by site. These may include but are not limited to:

### Westbrook College of Health Professions/UNE Health Requirements

- ” National Criminal Background Check Completed prior to admission to DPT Program
- ” TB - Two Step TB Test or blood test required upon admission to DPT Program
- ” COVID 19 - Fully Vaccinated
- ” Influenza - Yearly Vaccination
- ” Hep B- Vaccination and Titer
- ” MMR - Vaccination or Positive Titer
- ” TDAP - Vaccination
- ” Varicella- Vaccination or Positive Titer
- ” Physical Exam Required upon admission to DPT Program
- ” CPR -







learning circumstance. Students will be apprised of where to find the dates of each clinical experience so that they may plan major life events accordingly. Cases of medical emergency, family emergency, or outside academic opportunity will be discussed with the academic clinical education team. In the case of illness, a student will alert the team immediately when the day is missed, and will also alert the clinical instructor. Failure to report absences may result in a critical incident report. Depending upon the nature and time required for personal illness, time may need to be made up, or a student may be off a Leave of Absence. If a clinic is closed due to a holiday or inclement weather, the student will adhere to the schedule of the clinic and the clinical instructor, not the status of UNE inclement weather closure. Students are not allowed to request off directly from a Clinical Instructor unless given specific permission from the academic clinical education team to do so. If clinical sites have an annual closure (a)ed f(E)1

- ” Student lack of safety with patient care
- ” CI/SCCE recommendation based upon poor professional behaviors of student
- ” Student has several unexcused absences or tardiness
- ”

## X. Assessment

Student Assessment is conducted by the clinical instructor, student, and academic clinical education team. The student is required to fill out formative weekly planning forms, midterm self-assessment, and summative final self assessment where they rate their performance and are able to compare that to ratings of the clinical instructor. Students are required to reflect deeply within these assessments, and are also required to complete a reflective summative paper

## Faculty Awards

- ” Distinguished Clinical Educator Award This award is given to a person or faculty that demonstrates outstanding contributions to the physical therapy clinical education program. Examples of this contribution may include development of an innovative clinical teaching program, role modeling behaviors, or ability to deal with challenging students. The faculty selects the recipient of this award with input from the academic clinical education team and the physical therapy students. Chosen by the academic clinical education team.

## Student Awards

- ” Outstanding Clinical Performance Award The primary criterion for this award is the student's clinical performance as determined by both written and verbal feedback from the clinical education site. The areas of superior performance not only include problem solving ability, but also communication skills and professional attributes. The student's academic record is also considered. The academic clinical faculty selects the student who receives this award.