

PHYSICAL THERAPY
STUDENT HANDBOOK
and
CLINICAL EDUCATION MANUAL

2018-2019

DPT Class of 2021



**MISERICORDIA
UNIVERSITY**
Physical Therapy

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Table of Contents

ABOUT THIS HANDBOOK.....	1
THE PHYSICAL THERAPY PROGRAM AT MISERICORDIA UNIVERSITY.....	1
Accreditation.....	1
Mission.....	2
Philosophy.....	2
Student Goals.....	3
Student Expected Outcomes.....	3
Course Descriptions Entry-Level DPT Program.....	4
Graduate DPT Academic Policies and Procedures.....	15
Academic Grievance.....	15
Academic Integrity.....	15
Academic Integrity for Practical Exams.....	16
Academic Integrity Statement.....	16
Access to Laboratories and Equipment for Independent Study.....	17
Advancement within the DPT Program.....	18
Athletic Policy.....	19
Attendance.....	19
Change in Health Status.....	19
Competency-Based and Self-Directed Learning.....	19
Complaints Outside of Due Process.....	20
DPT Class Group Page.....	21
E-Mail Policy.....	22
Electronic Device Policy.....	22
Essential Functions for the Student Physical Therapist.....	22
Examination Policy.....	26
Grading Policy.....	27
Health Clearance, Essential Functions, and Accommodations.....	27
Lab Attire.....	28
Membership in the Professional Organization.....	28

Minimum Level of Competency (MLC) policies for DPT courses	29
Photographic Consent	29
Preservation of Human Dignity	29
Professional Behavior	29
Physical Therapy Lab Cleanup Policy	30
PT Student Handbook.....	30
Safety	31
Bloodborne Pathogen Guide for Physical Therapy	31
Subject Participation in Educational Demonstration	32
Textbooks.....	32
PHYSICAL THERAPY FACULTY	33
Physical Therapy Offices	35
PT Department Contact Information	36
PHYSICAL THERAPY DEPARTMENT AWARDS	37
Prerequisite Courses for DPT:	37
Entry Level DPT Course Sequence –Revision (Effective January 2018)	38
CLINICAL EDUCATION.....	39
Absence, Tardiness, Illness During Clinical Affiliations	39
Part Time Integrated Clinical Experiences:	39
Full Time Clinical Experiences:	39
Background Check & Drug Screening	40
Cell Phone/Wearable Technology Usage During Clinical Education	40
Clinical Clearance Requirements.....	41
Part Time Integrated Clinical Experiences:	41
Full Time Clinical Experiences:	41
Clinical Education Course Objectives	42
Part Time Integrated Clinical Experiences:	42
Full Time Clinical Experiences:	43
Clinical Education Evaluation	44
Clinical Incident Report.....	45
Communication with the Physical Therapy Department during Clinical Education.....	45
Costs Associated with Clinical Education	46
CPR Certification.....	46
Failure to Successfully Complete the Clinical Education Experience.....	47
DPT 837 Clinical Education 1	47

DPT 847 Clinical Education 2	47
DPT 877 Clinical Education 3	48
Health Insurance	48
HIPAA Confidentiality Training	49
Holidays	49
Part Time Integrated Clinical Experiences:	49
Full Time Clinical Experiences:	49
Liability Insurance	50
Name Tags	50
Organizational Structure during Clinical Education.....	50
Patient Right to Refuse	50
Potential Health Risks.....	50
Priority of Clinical Education	51
Professional Attire	51
Philosophy of Professional Attire	51
Professional Behavior during Clinical Education.....	53
Requirements for Advancement to Clinical Education Experiences	53
Selection of Sites for Clinical Education Experiences	53
Part Time Integrated Clinical Experiences:	53
Full Time Clinical Experiences:	53
Site Development Policy.....	54
Special Consideration	55
Student Information Shared with Clinical Facilities.....	55
Telephone or E-mail Contact	55
Types of Clinical Education Experiences Required	56
Use of Other Information Obtained from Clinical Sites.....	57
Use of Protected Health Information	57

ABOUT THIS HANDBOOK

This handbook is meant to supplement the University Student Handbook, not to replace it. It contains policies and procedures specific to the Physical Therapy program at Misericordia University.

THE PHYSICAL THERAPY PROGRAM AT MISERICORDIA UNIVERSITY

The physical therapy program is a 6-½ year professional program resulting in a bachelor's degree and a doctor of physical therapy degree. During the first 3-½ years, the student completes the requirements for a bachelor's degree in an area of the student's choice. The student enters the professional curriculum in the spring semester of the fourth year. The professional curriculum includes eight semesters. Concepts threaded throughout the curriculum are the core values of the profession, clinical decision making, evidence based practice, and lifespan.

Accreditation

Misericordia University is regionally accredited by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104, (267) 284-5000.

The Physical Therapy professional program is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), the recognized accrediting agency for the professional accreditation of physical therapist education programs. For additional information, contact the Commission on Accreditation in Physical Therapy Education at 1111 North Fairfax Street, Alexandria VA 22314-3245; (703) 706-3245; accreditation@apta.org.

Misericordia University is regionally accredited by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104, (267) 284-5000.

The Physical Therapy professional program complies with the accreditation policies of CAPTE. These policies include:

- Program Director will ensure timely submission of required fees and documentation.
- Program Director will notify CAPTE in a timely fashion of expected or unexpected substantive changes within the program and of any change in institutional accreditation status or legal authority to provide post-secondary education
- If necessary, the administration and Physical Therapy program faculty will come into compliance with accreditation criteria within two years of being determined to be out of compliance.

Any person may submit to CAPTE a complaint about an accredited or developing program. Complaints must allege violation of one or more of the following:

- (1) One or more of the Evaluative Criteria for Accreditation

- (2) CAPTE's statement on *Academic Integrity in Accreditation*, or
- (3) CAPTE's statement on *Integrity Related to Program Closure*

Further information can be found at <http://www.apta.org/capte>.

Mission

The physical therapy program is committed to providing students with quality education using traditional face-to-face and distance/digital methods, in order to develop competent physical therapy practitioners able to think critically and apply best available evidence to practice. The program prepares graduates for productive careers in physical therapy and as advocates for and participants in life-long learning, in accordance with the values of the Sisters of Mercy: justice, mercy, service and hospitality.

Philosophy

The physical therapy education program is based on the belief that graduates of entry-level physical therapy programs should possess the clinical decision making and problem solving skills which enable them to function as reflective practitioners in the contemporary, dynamic health care system. Physical therapists need to be sensitive to the needs of a culturally diverse society as evident in their interactions with clients, families, health care colleagues and the community in which they practice.

An educational program for physical therapists should reflect the concepts of androgogy (adult education) to include problem solving, critical thinking and analysis, synthesis, evaluation, and integration of theory and evidence in practice, clinical decision making, mentoring and self-directed learning.

Physical therapists should integrate the core values of the profession in all professional activities. While capable of autonomous practice, they should have the ability and desire to remain open to input from and collaboration with other health care professionals.

A physical therapy entry-level education program prepares physical therapy generalists but provides graduates with the tools which enable them to develop specialty expertise through the application of critical thinking and problem solving skills and a holistic approach to health care.

The academic and clinical faculty and the academic and clinical education environments must reflect and foster professional values and behaviors. The academic and clinical faculty and curriculum components must be inextricably linked for the provision of a professional education program that prepares competent health care practitioners.

A diverse faculty whose members have responsibilities and activities consistent with their areas of teaching and scholarly expertise strengthens and enhances a professional education program.

Student Goals

Graduates of the program will:

1. Be prepared to practice as physical therapist generalists capable of contemporary, reflective, competent, legal, autonomous and ethical practice,
2. Competently utilize and contribute to, evidence for the validation and advancement of the art and science of physical therapy,
3. Apply appropriate and effective teaching methods to educate others,
4. Effectively communicate and interact with colleagues from various disciplines for the benefit of optimal service to clients, and
5. Respect and respond to individual differences in interactions with clients, families, colleagues and the community.

Student Expected Outcomes

Students and graduates will:

- 1.1 Demonstrate competence in professional practice based on:
 - Demonstration of professional behaviors
 - Adherence to APTA Core Values and Code of Ethics
- 1.2 Demonstrate competence in patient/client management, including:
 - Screening
 - Examination, evaluation, diagnosis
 - Prognosis, plan of care
 - Intervention
 - Outcomes assessment
- 1.3 Demonstrate competence in care delivery, including:
 - Prevention, health promotion
 - Fitness, wellness
 - Supervision and direction of support staff
 - Consultation
- 1.4 Demonstrate competence in practice management, including:
 - Business and administrative practices
2. Demonstrate evidence-based practice by identifying, analyzing, evaluating and synthesizing sources of information to support clinical decisions.
3. Develop educational programs that are effective for intended audiences.
4. Communicate and collaborate with others in an accurate, appropriate and timely manner.
5. Provide optimal care in a compassionate manner that considers client wishes and respects cultural and societal values.

Course Descriptions Entry-Level DPT Program

DPT 737 Integrated Clinical Experience 1

1 credit

Part-time placement at an affiliating clinical education site under the supervision of a licensed physical therapist

This is a part-time clinical education experience, occurring during the first semester in the program (Spring I). The clinical experience is scheduled in conjunction with classroom time that provides the student with the knowledge and skills to perform successfully in the clinical environment. The focus of an integrated clinical experience is based on the foundation of clinical practice, with emphasis on concurrent classroom/laboratory content. Students have the opportunity to apply recently learned knowledge and skills in a clinical environment with real patients. Facilitation from Physical Therapy Clinical Faculty will assist in the utilization of these skills in critically analyzing a variety of real patient and clinical scenarios. This experience begins the process of professional socialization and cultivation of interpersonal communication skills; self-assessment; and proactive learning prior to the initiation of the full time clinical experience.

Prerequisites: Graduate DPT status.

DPT 747 Integrated Clinical Experience 2

1 credit

Part-time placement at an affiliating clinical education site under the supervision of a licensed physical therapist

This is a part-time clinical education experience, occurring during the first semester in the program (Summer I). The clinical experience is scheduled in conjunction with classroom time that provides the student with the knowledge and skills to perform successfully in the clinical environment. The focus of an integrated clinical experience is based on the foundation of clinical practice, with emphasis on concurrent classroom/laboratory content. Students have the opportunity to apply recently learned knowledge and skills in a clinical environment with real patients. Facilitation from Physical Therapy Clinical Faculty will assist in the utilization of these skills in critically analyzing a variety of real patient and clinical scenarios. This experience begins the process of professional socialization and cultivation of interpersonal communication skills; self-assessment; and proactive learning prior to the initiation of the full time clinical experience.

Prerequisite: DPT 737

DPT 767 Integrated Clinical Experience 3

1 credit

Part-time placement at an affiliating clinical education site under the supervision of a licensed physical therapist

This is a part-time clinical education experience, occurring during the first semester in the program (Fall I). The clinical experience is scheduled in conjunction with classroom time that provides the student with the knowledge and skills to perform successfully in the clinical environment. The focus of an integrated clinical experience is based on the foundation of clinical practice, with emphasis on concurrent classroom/laboratory content. Students have the opportunity to apply recently learned knowledge and skills in a clinical environment with real patients. Facilitation from Physical Therapy Clinical Faculty will assist in the utilization of these skills in critically analyzing a variety

of real patient and clinical scenarios. This experience begins the process of professional socialization and cultivation of interpersonal communication skills; self-assessment; and proactive learning prior to the initiation of the full time clinical experience.

Prerequisite: DPT 747

DPT 801 Applied Physiology

4 credits

Lecture: 3 hours

Lab: 2 hours

The study of physiological mechanisms affecting physical therapy examination, evaluation and intervention. Includes physical agents, exercise, and modifying variables as related to maintaining and restoring homeostasis. Also includes applied cardiovascular, respiratory, and exercise physiology.

Prerequisite: Graduate DPT status.

DPT 802 Orthotics & Prosthetics in PT

1 credit

Lecture: 2.5 hours per week for 6 weeks

This course is designed to instruct physical therapy students in the physical therapy management of individuals with upper and lower extremity amputation, and incorporation of orthotic devices in patient/client management.

Prerequisites: DPT 809, DPT 825, DPT 855, DPT 857, DPT 808.

DPT 803 Human Anatomy 1

4 credits

Lecture: 3 hours

Lab: 2 hours

The first of two courses that study human anatomy, emphasizing structure and function in relationship to human movement, inter-relationships of neuromuscular, musculoskeletal, cardiovascular, pulmonary systems and intraabdominal structures. This course emphasizes building a foundation in human anatomy that will be built upon in the second course and integrated in clinical courses.

Prerequisite: Graduate DPT status.

DPT 805 Medical Conditions 1

3 credits

Lecture: 3 hours

The first of three courses to study disease processes, medical management (including pharmacology), medical screening (including diagnostic imaging and lab testing), and elementary to advanced differential diagnosis.

Prerequisite: DPT 801, DPT 803, DPT 807, DPT 811, DPT 819.

DPT 807 Movement Science 1 4 credits

Lecture: 3 hours

Lab: 2 hours

The analysis of human movement is taught from the developmental, kinesiological, and biomechanical perspective. The student will learn functional anatomy, kinesiology and pathokinesiology of the joints, posture, functional movement patterns of the neck, trunk and limbs as a foundation for evaluation and intervention strategies of the musculoskeletal system.

Prerequisite: Graduate DPT status.

DPT 808 Complementary & Alternative PT 2 credits

Lecture: 1 hour

Lab: 2 hours

This course will present theory and techniques related to selected complementary and alternative physical therapy. These techniques, which are not currently considered entry-level requirements for students graduating from accredited programs, may be encountered in clinical settings. In order to become proficient in the techniques discussed in this course, the student will need to pursue continuing education courses related to the topics covered after obtaining a physical therapy license.

Prerequisites: DPT 815, DPT 821, DPT 823, DPT 839, DPT 851, DPT 853.

DPT 809 Human Anatomy 2 2 credits

Lecture: 1 hour

Lab: 3 hours

The second of two courses that study human anatomy, emphasizing structure and function in relationship to human movement, inter-relationships of neuromuscular, musculoskeletal, cardiovascular, pulmonary, and integumentary systems and intra-abdominal structures. This course builds upon the foundation built in Human Anatomy I and includes further exploration of structures and relationships using cadaver dissection. Evidence for the anatomical basis of examination and intervention is explored.

Prerequisites: DPT 815, DPT 821, DPT 823, DPT 839, DPT 851, DPT 853.

DPT 810 Professional Practicum 1 credit

Total Hours: TBA

This course provides opportunities for physical therapy students to assist physical therapy faculty members with professional projects. Projects can include scholarly activity, teaching, administration, or other professional activities. Permission of the physical therapy faculty member who is responsible for this course is required. This course may be repeated.

DPT 811 PT Clinical Skills 2 credits

Lab: 4 hours

The first of two courses introducing patient handling and physical therapy tests and measurements and intervention strategies. This may include assessment and monitoring of vital signs, goniometry, manual muscle testing, modalities of heat, cold, sound, and water and therapeutic exercise.

Introduces problem solving, communication, and patient management skills.

Prerequisite: Graduate DPT status.

DPT 813 Evidence Based Practice 1 3 credits

Lecture: 3 hours

The first of a four-course sequence provides an overview of quantitative and qualitative research processes. The course emphasizes the knowledge and skills necessary to read and critically evaluate professional literature.

Prerequisites: DPT 801, DPT 803, DPT 807, DPT 811, DPT 819.

DPT 815 Medical Conditions 2 3 credits

Lecture: 3 hours

The second of three courses to study disease processes, medical management (including pharmacology), medical screening (including diagnostic imaging and lab testing), and elementary to advanced differential diagnosis.

Prerequisite: DPT 805, DPT 813, DPT 817, DPT 829.

DPT 817 Movement Science 2 3 credits

Lecture: 2 hours

Lab: 2 hours

The study of motor control, motor learning, typical motor development, clinical application of kinesiology and biomechanics of the joints, posture, functional movement patterns of the neck, trunk, and limbs and gait will be taught as a foundation for examination and intervention strategies in the presence of movement dysfunction associated with the musculoskeletal and neuromuscular systems.

Prerequisites: DPT 801, DPT 803, DPT 807, DPT 811, DPT 819.

DPT 819 Professional Issues 1 1 credit

Lecture: 2 hours

The first of six courses to study issues related to professional practice expectations: accountability, altruism, compassion/caring, integrity, professional duty, communication, cultural competence, clinical reasoning, evidence-based practice and education.

Prerequisite: Graduate DPT status.

DPT 821 PT Clinical Skills 2 2 credits

Lab: 4 hours

The second of two courses introducing patient handling and physical therapy tests and measurements and intervention strategies. This may include goniometry, manual muscle testing, posture and gait assessment, massage, therapeutic exercise, gait training and objective tests for different neurological conditions. Encourages problem solving, communication, documentation and patient management skills.

Prerequisites: DPT 805, DPT 813, DPT 817, DPT 829.

DPT 823 Evidence Based Practice 2 2 credits

Lecture: 2 hours

The second of a four-course sequence provides the knowledge and skills necessary to access and utilize best evidence in making clinical decisions. Content from Evidence Based Practice 1 is integrated into this course in the continued development and application of skills needed for critically evaluating literature and physical therapy practice.

Prerequisite: DPT 805, DPT 813, DPT 817, DPT 829.

DPT 825 Medical Conditions 3 3 credits

Lecture: 3 hours/week

Lab: 2.25 hours/week

The third of three courses to study disease processes, medical management (including pharmacology), medical screening (including diagnostic imaging and lab testing), and elementary to advanced differential diagnosis.

Prerequisites: DPT 815, DPT 821, DPT 823, DPT 839, DPT 853.

DPT 829 Professional Issues 2 2 credits

Lecture: 1.5 hours

Lab: 1 hour

The second of six courses to study issues related to professional practice expectations: accountability, altruism, compassion/caring, integrity, professional duty, communication, cultural competence, clinical reasoning, evidence-based practice and education.

Prerequisite: DPT 801, DPT 803, DPT 807, DPT 811, DPT 819.

DPT 833 Evidence Based Practice 3 2 credits

Lecture: 5 hours/week for 6 weeks

The third of a four-course sequence emphasizes the planning and conducting of an evidence based practice project that involves developing a focused question and conducting a literature search and review, including critical evaluation and evidence based practice grading. Building upon skills presented in Evidence Based Practice 1 and 2, the course provides opportunities for enhancing the knowledge and skills needed for critical evaluation of the literature and other forms of information.

Prerequisites: DPT 809, DPT 823, DPT 839, DPT 853, DPT 855, DPT 857.

DPT 837 Clinical Education 1 10 credits

12 weeks

This is a twelve-week, full-time clinical education experience, occurring during the fourth semester in the program (Summer II). This experience will provide the opportunity for integration of current professional competencies into direct patient care using problem solving strategies. Facilitation from Physical Therapy Clinical Faculty will assist in the utilization of these skills in critically analyzing a variety of patient and role problems. This experience will begin the process of professional socialization and cultivation of interpersonal communication skills; clinical decision making; self-assessment; proactive learning; and development of personal values, attitudes, and motivations in relationship to ethical, legal, and moral practice. 40 hours per week for 10 weeks.

Prerequisites: DPT 808, DPT 809, DPT 825, DPT 855, DPT 857. Summer.

DPT 839 Professional Issues 3 1 credit

Lecture: 1 hour

The third of six courses to study issues related to professional practice expectations: accountability, altruism, compassion/caring, integrity, professional duty, communication, cultural competence, clinical reasoning, evidence-based practice and education.

Prerequisites: DPT 805, DPT 813, DPT 817, DPT 829.

DPT 843 Evidence Based Practice 4 4 credits

Lecture: 2 hours

Seminar: 4 hours

The fourth of a four-course sequence continues with the evidence based practice process of critical evaluation of information related to a focused question and obtaining the best evidence. The course provides opportunities for discussion and exercises in the integration of best evidence with clinical judgment and client values to determine the best care for a client. Content from Evidence Based Practice 1, 2, and 3 is integrated into this course in the continued critical evaluation of literature and physical therapy practice.

Prerequisites: DPT 802, DPT 833, DPT 847, DPT 849, DPT 858.

DPT 847 Clinical Education 2 8 credits

10 weeks

This is a ten-week, full-time clinical education experience occurring during the fifth semester of the program (Fall II). This experience will build upon Clinical Education 1 and incorporate the additional competencies attained in didactic and laboratory work. Students will continue to use problem-solving strategies in direct patient care, under the guidance of physical therapy clinical faculty. A variety of patient populations and problems will be provided to allow for full integration of professional knowledge and skills in total patient care. The students will be encouraged to reflect upon their knowledge and skills to identify problem areas to be addressed in Clinical Education 2. Further development of interpersonal skills, clinical decision making, self-assessment, proactive learning, and professional socialization is expected. 40 hours per week for 10 weeks.

Prerequisite: DPT 837.

DPT 849 Professional Issues 4 2 credits

Online: 10 weeks

The fourth of six courses to study issues related to professional practice expectations: accountability, altruism, compassion/caring, integrity, professional duty, communication, cultural competence, clinical reasoning, evidence-based practice and education.

Prerequisites: DPT 808, DPT 809, DPT 825, DPT 855, DPT 857.

DPT 851 Musculoskeletal PT 1 5 credits

Lecture: 3 hours

Lab: 4 hours

This course will introduce the student to skills necessary for physical therapy examination of and intervention for problems of the musculoskeletal system primarily involving the upper and lower extremities. A number of examination and intervention principles utilized throughout the musculoskeletal system will be examined, as well as joint-specific principles. These principles will then be applied to the anatomy and biomechanics of the specific regions of the upper and lower extremities. Pathologies will be explored in light of their regional effects on the anatomy and biomechanics, as well as the effect of these changes in mechanics on the function of the body as a whole.

Prerequisites: DPT 805, DPT 813, DPT 817, DPT 829.

DPT 853 Cardiovascular & Pulmonary PT 4 credits

Lecture: 3 hours

Lab: 2 hours

This course explores cardiopulmonary anatomy, physiology, and pathophysiology, and the effects of aging on these systems. Cardiopulmonary dysfunction as a complication of other medical conditions is stressed. Screening, examination, evaluation, differential diagnosis, intervention and modification within the scope of physical therapy practice are emphasized. Integration of medical laboratory studies, medical diagnoses, graded exercise testing with EKG analysis, and pharmacological factors with PT examination and intervention planning are analyzed. Intervention stresses environmental and lifestyle factors, health and wellness attitudes, and physical therapy as integral to patient and public education. Classroom, laboratory, group, and clinical sessions are used to facilitate integration of competencies and skills.

Prerequisites: DPT 805, DPT 813, DPT 817, DPT 829.

DPT 855 Musculoskeletal PT 2 4 credits

Lecture: 2 hours

Lab: 4 hours

This course is a continuation of Musculoskeletal PT I. The principles studied in this course are related to the examination of and intervention for dysfunction of the cervical, thoracic and lumbar spines and the TMJ. In addition principles specific to spinal pathology and mechanics will be

introduced. Pathologies investigated in Musculoskeletal PT I that affect the extremities will be re-examined in regard to their effect on the spine.

Prerequisites: DPT 815, DPT 821, DPT 823, DPT 839, DPT 851, DPT 853.

DPT 857 Neuromuscular PT 1 5 credits

Lecture: 3 hours

Lab: 4 hours

This course will review neuroanatomy, neurophysiology, and neuropathology with expansion to neurological examination. Analysis of posture and movement during the normal process of development and aging as well as in clients with neurological impairments will be emphasized. Current movement theory, postural control, and motor learning research will be applied and integrated with knowledge gained in previous coursework for clinical decision making in the selection of appropriate tests and measures, and the evaluation of examination results. Laboratory sessions will emphasize the development of specific psychomotor examination skills necessary for the successful examination and evaluation of clients across the lifespan.

Prerequisites: DPT 815, DPT 821, DPT 823, DPT 839, DPT 851, DPT 853.

DPT 858 Neuromuscular PT 2 2 credits

Lecture: 1 hour

Lab: 2 hours

A continuation of Neuromuscular Physical Therapy 1 and Movement Science 2. This course will focus on the examination of individuals with dysfunction of the neuromuscular system, focusing on neuromuscular control, impairments in body structure and function, activity limitations and participation restrictions. The course will also address the selection, performance, and analysis of selected intervention strategies for patients with disorders involving the neuromuscular system. The course will examine the theoretical basis and application of selected therapeutic techniques such as PNF and NDT. Laboratory sessions will emphasize the development of specific psychomotor examination and intervention skills necessary for the successful examination, evaluation and intervention of clients across the lifespan. Interventions and treatment progression will focus on the use of motor control research and motor learning principles to optimize patient participation and outcomes.

Prerequisites: DPT 808, DPT 809, DPT 825, DPT 855, DPT 857.

DPT 859 Professional Issues 5 3 credits

Lecture: 2 hours

Lab: 2 hours

The fifth of six courses to study issues related to professional practice expectations: accountability, altruism, compassion/caring, integrity, professional duty, communication, cultural competence, clinical reasoning, evidence-based practice and education.

Prerequisites: DPT 802, DPT 833, DPT 847, DPT 849, DPT 858.

DPT 860 Neuromuscular PT 3 2 credits

Lecture: 1 hour

Lab: 2 hours

A continuation of Neuromuscular Physical Therapy 2, this course will build on skills developed in Neuromuscular PT 2, including those used in examination and treatment focus on the examination of individuals with dysfunction of the neuromuscular system. As in Neuromuscular PT II, this course will focus on neuromuscular control, impairments in body structure and function, activity limitations and participation restrictions. The course will also address the selection, performance, and analysis of selected intervention strategies for patients with disorders involving the neuromuscular system that were not discussed in Neuromuscular PT 2. Laboratory sessions will emphasize the refinement of examination and intervention skills necessary for the successful examination, evaluation and intervention of clients across the lifespan. This course will also address the importance of screening and consultation to prevent the development of neuromuscular dysfunction.

Prerequisites: DPT 802, DPT 833, DPT 847, DPT 849, DPT 858.

DPT 861 Integumentary PT 2 credits

Lecture: 1 hour

Lab: 2 hours

This course provides the student with an opportunity to synthesize materials learned to date within the physical therapy program in the context of integumentary physical therapy. Cooperative learning, independent research, and evidence-based practice on specific topics related to Integumentary physical therapy are integral components of the class. Topics include wound healing, special tests, nutrition and oxygen for healing, modalities for wound healing, dressings, and adjunctive therapies.

Prerequisites: DPT 802, DPT 833, DPT 847, DPT 849, DPT 858.

DPT 864 Pediatric PT 2 credits

Lecture: 1 hour

Lab: 2 hours

This course will address evaluation, documentation, and intervention strategies of infants and children with various types of syndromes, neurologically-based disabilities, and musculoskeletal disorders. Motor development is reviewed as a basis for examination and planning of interventions. The approaches to physical therapy intervention are examined within a problem solving, case based, integrated framework. Management is considered in a broad context to include the appropriate interventions, coordination, communication, and consultation for each type of pediatric disability discussed. Pediatric lectures encompass prenatal, perinatal, and genetic disorders including high-risk infant, cerebral palsy, myelodysplasia (spina bifida), Down syndrome, mitochondrial disorders, cystic fibrosis, asthma, and others.

Differential diagnosis will be emphasized. Goal writing and intervention strategies will be included and will emphasize family-centered approaches for younger children while the client-centered approach will be the framework for older children. Examination and intervention will be

differentiated among various practice settings, ages, and disabilities. Individual needs of children and families will be taught as a priority for all management.

Prerequisites: DPT 802, DPT 833, DPT 847, DPT 849, DPT 858.

DPT 865 Patient/Client Management 4 credits

Lecture: 3 hours

Lab: 2 hours

Exploration of the physical therapy management of clients and patients with multiple diagnoses. Includes consultation, screening, examination, intervention and prevention, closely linked to evidence based practice.

Prerequisites: DPT 802, DPT 833, DPT 847, DPT 849, DPT 858.

DPT 867 Clinical Education 3 10 credits

12 weeks

This is a twelve-week, full-time clinical education experience occurring in the eighth semester of the program (Fall III). This experience builds upon Clinical Education 2 and incorporates the additional competencies attained in didactic and laboratory work. Students will continue to use problem-solving strategies in direct patient care, under the guidance of physical therapy clinical faculty. A variety of patient populations and problems will be provided to allow for integration of professional knowledge and skills in total patient care. Students will be encouraged to reflect upon their knowledge and skills to identify problem areas to be addressed in Clinical Education 4. Further development of interpersonal skills, clinical decision making, self-assessment, proactive learning, and professional socialization is expected. 40 hours per week for 12 weeks.

Prerequisite: DPT 847.

DPT 869 Professional Issues 6 2 credits

Lecture: 2 hours/week for 6 weeks

Lab: 2.5 hours/week for 6 weeks

The sixth of six courses to study issues related to professional practice expectations: accountability, altruism, compassion/caring, integrity, professional duty, communication, cultural competence, clinical reasoning, evidence-based practice and education.

Prerequisites: DPT 843, DPT 859, DPT 860, DPT 865, DPT 861, DPT 864.

DPT 879 Doctoral Seminar 2 credits

Seminar: 4.5 hours/week for 6 weeks

In this course, students will present a personal project of professional significance and will provide feedback to and receive feedback from their peers.

Prerequisites: DPT 843, DPT 859, DPT 860, DPT 865, DPT 861, DPT 864.

DPT 880 PT Electives

1 credit

Lecture: Variable

Lab: Variable

This offering allows physical therapy students in their sixth semester the opportunity for study in up to three professional specialty areas. Topics vary from year to year, depending on student interest and the availability of faculty with professional expertise. Topics may include clinical specialties such as sports physical therapy, geriatrics, or pediatrics, or role specialties such as administration, teaching, or community health. Independent study or a graduate course outside the Physical Therapy Department may be arranged with permission of program faculty.

Prerequisite: Graduate DPT status

DPT 880 PT Elective - Developing Academic Success Skills 1 credit

This course will assist the student in assessing academic strengths and weaknesses, and to develop and implement a plan to address weaknesses.

Prerequisite: Graduate DPT status

Graduate DPT Academic Policies and Procedures

Academic Grievance

The University provides a uniform method by which students can pursue grievable issues (Refer to the *Misericordia University Undergraduate and Graduate Catalog* for procedure). Grievable issues are either complaints about alleged violations of the institution's academic policies or unfairness in the application of policies.

Academic Integrity

Students are responsible for understanding the following, noting that penalties for violations of academic integrity can include course failure, dismissal from the Physical Therapy Program, or dismissal from the university.

“Any form of cheating or dishonesty, including plagiarism is a fundamental violation of the nature and purpose of Misericordia University. Such behavior will not be tolerated and will result in at least lowered grades, possibly failure in a class, program dismissal, and, in the most serious cases, dismissal from the university.” (*University Catalog*) Thus, students should be aware of their responsibilities. For a complete statement of the Academic Integrity Policy, please see the *University Catalog*.

It is the student's responsibility to obtain a copy of the current Academic Integrity policy of the university if they do not already have one, and to read it. It is expected that students abide by all university and department policies regarding academic integrity, including those found in the University catalog and the *PT Student Handbook*.

In all Physical Therapy courses, students are always responsible for knowing and making known the sources of information they use.

Students in the graduate DPT program are governed by the PT Department Academic Integrity Policy in addition to the University Academic Integrity Policy. The PT Department Academic Integrity Policy follows:

Dishonesty, cheating, and plagiarism will not be tolerated and may result in a grade of **Zero (0)** for the assigned work or for the course. If a further instance occurs during the professional education program, it will be considered grounds for dismissal from the program since such behavior is inconsistent with being a professional person, responsible for providing service to others. The following is a list of some examples of the forms of dishonesty to which the above sanction applies:

1. Use of books, notes, or other materials during a quiz or examination (written, practical, or other), unless expressly permitted.

2. Copying others' work or unauthorized cooperation prior to, during, or following an assignment, quiz, or examination (written, practical, or other). **Note: Sanctions will apply to all individuals involved in collusion.**
3. Use of purchased essays, reports or other written or electronically transmitted material for submission as assignments.
4. Submission of work originally completed by someone else.
5. Submission of the same work in more than one course without the prior written approval from the instructor(s) involved.
6. Borrowing from published or copyrighted works whether material is taken verbatim or with minor alterations without proper or sufficient acknowledgement/citation.
7. Falsifying or fabricating the need for extension on papers or make-up examinations.

Academic Integrity for Practical Exams

The student pledge is to promote honesty in all academic settings, including oral and practical exams.

When a student signs the statement, "I have neither given nor received unauthorized aid related to this examination," this means the student has not:

- Left the practical and told others in the class what happened in the practical.
- Waited outside the lab to take a practical, and asked other students what happened during their practical.
- Discussed the practical with classmates who have not yet completed their practical.

Seeking information by asking others to tell you what happened, what kinds of questions the instructors asked, what the instructors were looking for, what they had to do in their practical is dishonest – even though it is human nature.

Please do not ask others to share information, and please do not share information about your own practical.

Academic Integrity Statement

The following statement will be included on all submitted academic work during the graduate DPT program:

I have neither given nor received unauthorized aid in completing this work, nor have I presented someone else's work as my own.

The goal of the student pledge is to promote honesty in all academic settings, including oral, practical, written, and online exams or assignments.

When a student signs the statement, "I have neither given nor received unauthorized aid related to this examination/assignment," this means the student has not:

- Talked to or shared information with other students during the exam or assignment.
- Discussed the assignment or exam with classmates who have not yet completed their practical.
- Completed an exam or assignment and talked to others in the class about the activity until after all students have completed the activity.
- Waited outside the classroom or the lab to take a practical or exam, and asked other students what happened during their practical or exam.

Seeking information by asking others to tell you what happened, what kinds of questions the instructors asked, what the instructors were looking for, what you had to do in their practical, or how you or another student answered questions is dishonest – even though it is human nature.

Please do not ask others to share information, and please do not share information about your own exams or assignments.

Access to Laboratories and Equipment for Independent Study

1. No fewer than three people can be in the lab during non-class hours. In case of an accident, injury or illness, this assures that one person can remain with the injured party while a third person goes to seek appropriate assistance.
2. During the academic year, students are responsible for arranging access to the labs during non-class hours with security personnel. During the summer, arrangements must be made with a PT Department faculty or staff member. Access to the labs in the Health Sciences Building is limited to hours that the building is open to the public.
3. Access privileges to locked labs will be established each term and only for students enrolled in graduate DPT courses. Visitors, friends, relatives and other students permitted only with prior permission of a PT faculty member.
4. Physical Therapy evaluation and treatment of others or self requires appropriate referral and supervision by a licensed physical therapist.

Advancement within the DPT Program

To advance within the DPT program, students must:

- Earn no grade below B (80%) in academic courses.
- Earn no grade other than S in clinical education courses.
- Maintain a cumulative graduate GPA of at least 3.0.
- Satisfy all University graduate requirements.

In the course syllabus for DPT courses, the course instructor will identify the course requirements for which a minimum level of competence (MLC) is required. Failure to satisfactorily meet MLC requirements for a course will result in a failing grade for the course.

A graduate DPT student who fails to meet the requirements for advancement will be placed on program academic probation and given up to one calendar year to remove program probation status.

If program academic probation is not removed within one calendar year, the student will be dismissed from the program.

If a student earns a grade below B in an academic course or does not satisfactorily meet MLC requirements for a course, the student will not be permitted to enroll in another required DPT course until that course is repeated and a grade of at least B is achieved. Because DPT courses are offered once per year, the student will need to withdraw from the University and re-enroll the following year to repeat the course.

A student whose academic performance falls below established standards in a second course will be dismissed from the program. The second course could be the same course when repeated or two different courses.

The student is responsible for ongoing self-assessment and for seeking feedback from faculty and fellow students with regard to ethical and professional behavior. Each student's progress toward attaining entry-level competence will be reviewed by PT faculty at regular intervals within the curriculum or as needed. In the event that an unacceptable ethical or professional behavioral problem cannot be resolved, the student may be dismissed from the Physical Therapy Program by formal action of the physical therapy faculty.

Dishonesty, cheating, and plagiarism will not be tolerated and may result in a grade of **Zero (0)** for the assigned work or for the course. If a further instance occurs during the professional education program, it will be considered grounds for dismissal from the program since such behavior is inconsistent with being a professional person, responsible for providing service to others.

If criteria for retention in the physical therapy program or the retention policies for graduate programs are not met, the student will be dismissed from the program and **will not be eligible for reentry.**

Athletic Policy

Athletic participation is not considered in scheduling classes in the graduate Doctor of Physical Therapy (DPT) program. A graduate DPT student requesting to miss class for an athletic competition **must** request an excused absence from the course instructor **as soon as** the student is made aware of the need for a class absence. The course faculty may permit the student to miss a class for an athletic competition, but excused absence is not guaranteed. The student is responsible for all missed content.

Attendance

1. Specific course policy is determined by individual course instructors.
2. Department policy:
 - Students are responsible for attending and being on time for all classes and notifying the appropriate faculty member in advance of any absence.
 - In the case of absence, the student is responsible for any material covered in class. Make up examination privileges are at the discretion of the faculty member and generally will be granted only when the student has given advance notice of absence for just cause.

Change in Health Status

A student who experiences a change in health status at any point during the program must submit to the Physical Therapy Department the *Health Provider Checklist* completed by the student's health care provider. This documentation provides medical clearance to return to class, laboratory, or clinical education with or without accommodations, and is available in the "Handouts" area of the student's DPT class group page on myMU.

If the student will require accommodations, the student must contact the Office for Students With Disabilities to develop a Plan of Accommodations. A student who requires accommodations and does not develop a Plan of Accommodations through the OSD will not be granted accommodations in DPT courses. (See "*Health Clearance, Essential Functions, and Accommodations*").

Competency-Based and Self-Directed Learning

The graduate DPT curriculum has been designed to educate competent physical therapy practitioners who are critical thinkers and participants in lifelong learning. As such the program reflects the concepts of andragogy (adult education) which include problem solving, critical thinking and analysis, integration of theory and practice, clinical decision making, mentoring and self-directed learning. This philosophy is the foundation on which professional courses and teaching-learning strategies were developed and will be implemented.

The objectives of each of the graduate courses indicate those competencies which students are expected to achieve. Students will be evaluated on how well and to what extent the competencies have been achieved and a minimal level of competence at 80% will be required for satisfactory completion of each course.

Self-directed learning methods are requisite to the education of doctors of physical therapy who are expected to become independent, problem solving, self-motivated health care providers. In keeping with the goal of self-directed learning, as a component of the teaching-learning process, learning occurs as a cooperative effort between the student and the instructor in the development of an individualized plan for mastery of knowledge and skills. The student has the opportunity and responsibility for management of self-education and assessment.

The development of problem-solving and critical thinking and analysis skills will also be facilitated through self-directed learning experiences in which students will be expected to actively seek out, analyze and acquire information needed to solve problems and justify decisions.

Complaints Outside of Due Process

Complaints about the Physical Therapy education program may arise that fall outside the realm of due process, such as complaints from students about non-grievable issues, from clinical education sites, employers of graduates, and the public.

The procedures for handling these complaints follow.

1. The party making the complaint must submit the complaint in writing to the DPT Program Director (Department Chair), within one week of occurrence. The complaint should clearly list requested resolution of the complaint.
2. The party making the complaint should then attempt to resolve the issue with the party or parties involved.
3. If the issue is not resolved, the DPT Program Director (Department Chair) and the Dean of the College of Health Sciences and Education will investigate the complaint and make a decision regarding the requested resolution of the complaint.
4. The DPT Program Director (Department Chair) will communicate the decision to the involved parties and Vice President of Academic Affairs.
5. A copy of the complaint and decision will be kept in a file in the Physical Therapy Department.

Misericordia faculty, administrators, and staff shall not intimidate or take retaliatory action against any individual who submits a complaint outside of due process.

DPT Class Group Page

To get to your DPT Class group page:

1. Login to myMU
2. Click on the **My Groups** link in the **Quick Links** area.



4. Click on your DPT Class to open the class group page.

5. In the “Handouts” area you’ll find:

- DPT Class Student Handbook
- Signoff sheet for handbook
- Other important files related to the DPT program.



E-Mail Policy

All Department E-mail communication between students and instructor must be through Misericordia addresses only. The student must monitor their Misericordia email account several times per week throughout the year because important Department and course information will be communicated via Misericordia email.

Electronic Device Policy

Electronic device use is prohibited during class and lab for non course-related activities. Students are not permitted to record class or lab activities in any format (audio, video, still images) without express permission from the faculty member(s) for the course.

Essential Functions for the Student Physical Therapist

These essential functions are the activities that a student physical therapist must be able to perform, with or without reasonable accommodations, in partial fulfillment of the requirements for successful completion of the professional curriculum. They are applicable in the classroom, laboratories, simulated clinical experiences and while on clinical education assignments. Independent clinical education sites are used that may or may not be willing or able to offer the same reasonable accommodations that are made available by the University.

The student physical therapist must have the physical, cognitive and affective capacity, with or without reasonable accommodations, in the following areas to safely and successfully complete the requirements of the curriculum:

Motor

Physical therapy students must possess a variety of gross and fine motor skills with coordination sufficient to perform patient examinations and interventions in a variety of settings. Students must be able to:

- Assume and maintain a variety of positions including sitting for up to 2 hours continuously, frequent standing, walking, bending, squatting, kneeling, stair climbing, reaching forward, reaching overhead, turning and movement of neck and trunk in all directions

- Perform manual material handling and manipulation of various sizes and weights including lifting and transferring patients, guarding patients during gait training on level surfaces/uneven surfaces/ramps/stairs, pushing and pulling to provide resistance and to assist in maneuvering patients. Specific requirements include:
 - Safely lift up to 50 lbs. independently
 - Safely lift up to 200 lbs. with assistance

- Safely push and pull up to 200 lbs.
- Occasionally carry up to 25 lbs. while walking up to 50ft.
- Occasionally crawl, reach above shoulder level and kneel.
- Frequently change position and location at speeds that permit safe handling of patients/clients.

- Demonstrate a firm, reassuring bilateral grasp during joint mobilization/manipulation and manually resistance exercise, bilateral gross and fine motor control and strength to perform therapeutic /massage, fine motor control to manipulate testing instruments/equipment/writing instruments/computers.

- Manually palpate various body structures during examination and intervention procedures.

- Balance self and provide support and balance for patients on a variety of surfaces including level and uneven ground, ramps, curbs and stairs.

- Demonstrate the ability to position oneself in front of a screen for typing, viewing, reading, and using the computer for up to 50 minute intervals.

- Have sufficient endurance to continue performing a variety of exertional activities for up to 8-12 hours with occasional rest breaks.

- Respond quickly to emergency situations by lifting/pushing/pulling patients, applying force to perform CPR and assist with transporting patients.

- Have adequate endurance for travel to clinical education sites as assigned.

Sensory Abilities

Includes the ability to perceive all information necessary for effective patient/client management inclusive of functional use of visual, hearing and tactile sensations.

- Visual observation of:
 - Audiovisual presentations and written materials in lecture
 - Laboratory demonstrations and procedures
 - Patient/clients (at a distance and close at hand)
 - Treatment equipment, inclusive of textual and graphic readouts, and environment (at a distance and close at hand)

- Auditory ability for:

- Effective auscultation/auditory evaluation inclusive of but not limited to: lungs, heart, apical pulse, blood pressure, joint noises, and prostheses.
- Environmental cues inclusive of phones, overhead paging systems, equipment safety alarm signals, and verbal communication in a setting with competing ambient noise.
- Tactile ability for:
 - Appropriate feedback related to safe application of gradient pressures during examination and intervention, including palpation, manual muscle testing, joint mobilization, percussion, massage.
 - Appropriate feedback for manipulation of dials, sensors, switches on all examination and therapeutic equipment.

Cognitive Processing

Physical therapy students must possess sufficient intellectual-conceptual ability that includes the capacity to use integrative and quantitative abilities and make decisions. Students must be able to:

- Receive, remember, analyze, interpret, evaluate, and synthesize information from multiple sources, in a timely fashion.
- Attend to multiple tasks throughout the day of scheduled classes and clinical education experiences.
- Organize and prioritize information to make safe, appropriate and timely decisions regarding patient for the purpose of further examination, intervention, or referral.
- Problem solve, recognize deviations from the norm, formulate evaluations, and derive clinical judgments from information collected, in a timely fashion.
- Observe and accurately interpret patient responses and adjust examination and/or intervention as indicated by patient response.
- Acknowledge limitations of knowledge and/or performance in order to provide safe, effective patient care including the necessity of referring the patient/client to other healthcare professionals.

Maintain Safety

Physical therapy students must possess sufficient intellectual-conceptual ability to maintain a safe environment for students, faculty, patients, and colleagues. Students must be able to:

- Recognize and respond appropriately and in a timely manner to a medical emergency.
- Recognize and react in a timely manner to changes in environment that may result in injury or harm to students, faculty, patients, and colleagues.
- Recognize and react in a timely manner to changes in a patient's status that may result in injury or harm to students, faculty, patients, and colleagues.

- Recognize and react in a timely manner to personal limitations that may result in injury or harm to students, faculty, patients, and colleagues.

Communication

Use appropriate verbal, nonverbal and written communication with all individuals when engaged in physical therapy practice.

- Verbal:
 - Establish rapport with clients, patients and colleagues.
 - Express own ideas and feelings clearly and demonstrate a willingness and ability to give and receive feedback.
 - Receive and send verbal communication in emergency situations in a timely manner within the acceptable norms of clinical settings
 - Communicate clearly and audibly during interactions with classmates, professors, patients and members of the healthcare team.
 - Answer calls, make calls and communicate needs on a telephone.
- Written:
 - Receive, write, and interpret written communication in both academic and clinical settings.
 - Read and record observations and plans legibly, efficiently and accurately in documents such as the patient's record, which may be written or electronic.
 - Complete written assignments and maintain written records, including both handwritten and electronic
- Non-Verbal:
 - Observe patients for the purposes of eliciting information and perceiving nonverbal communication; accurately describing changes in facial expression, mood, activity, and posture.
 - Recognize and promptly respond to emotional communications such as sadness, worry, agitation, pain and lack of comprehension of therapist communication.

Affective

Physical therapy students must possess the emotional health required for the full utilization of his/her intellectual abilities, the exercise of good judgment, practice in a professional and ethical manner, and the prompt and safe completion of all responsibilities needed for effective diagnoses and care of patients and families. Students must be able to:

- Work with multiple patients/families/colleagues at the same time/
- Work with lab partners, patients, families, and others under stressful conditions, including but not limited to medically or emotionally unstable individuals, situations requiring rapid adaptations, the provision of CPR, or other emergency interventions.

- Recognize and respectfully respond appropriately to individuals of all ages, genders, races, socio-economic, religious, and cultural backgrounds.
- Maintain mature, sensitive, and effective relationships with patients, students, faculty, staff and other professionals in academic and clinical environments including highly stressful situations.
- Understand that his/her values, attitudes, beliefs, emotions, and experiences affect his/her perceptions and relationships with others.
- Demonstrate the ability to be self-reflective.
- Possess adequate endurance to tolerate physically, emotionally, and mentally taxing workloads and to function effectively under time constraints, proactively making use of available resources to help maintain both physical and mental health.
- Accept suggestions and criticisms and, if appropriate, to respond by modifying their behavior.
- Demonstrate appropriate assertiveness, delegate responsibilities, and function as a part of a physical therapy team.
- Display moral, ethical, and professional behaviors consistent with the APTA Core Values of Professionalism.

Adapted from:

- Physical Therapy Program, University of South Carolina, Essential Functions
- University of St. Augustine, Essential Functions for Occupational Therapy, Physical Therapy, and Orthopedic Physician Assistants.
- University of the Sciences, Philadelphia, Essential Functions

Examination Policy

During scheduled or unscheduled examinations in the Physical Therapy Department:

1. All academic integrity policies apply.
2. If book bags, purses, brief cases, etc. are brought into the examination room, students will place them in an area that is not near student seating.
3. Cell phones must be on vibrate; students may not send or receive text or photo messages during an examination, except from the University emergency alert system.
4. Students are not permitted to communicate in any way with any person other than a professor/proctor during the examination.

5. Students are not permitted to wear hats.
6. Students must remove all wearable technology with internet access.
7. If students will need a calculator to answer exam questions, the use of calculators in cell phones or tablets will not be permitted.
8. Students are not permitted to leave the examination room unless they have handed in their examination. Once they have left the examination room, re-entry is at the discretion of the examination proctor.
9. Students who do not comply with this policy will receive a **zero** for the exam.

Grading Policy

Course grades will be assigned according to the Department's grading scale:

95 – 100	A
90 – 94.9	A-
85 – 89.9	B+
80 – 84.9	B
77 – 79.9	B-
74 – 76.9	C+
70 – 73.9	C
<70	F

Health Clearance, Essential Functions, and Accommodations

1. The essential functions for the physical therapy student will be posted on the Department website for review by potential applicants.
2. Each accepted student will receive the essential functions and will be required to verify that he or she is able to perform the essential functions, and will specify whether he or she will require accommodations to do so.
3. Prior to beginning graduate Doctor of Physical Therapy courses, each student will be required to submit the Pre Academic Health Clearance Form, completed by a health care provider. The health care provider will certify that the student is able to perform the essential functions and will state whether the student will require accommodations to do so. Students who do not present a valid Pre Academic Health Clearance Form will not be permitted to enroll in Physical Therapy courses.
4. If a DPT student has special learning needs and will require accommodations, he or she must contact the Office for Students with Disabilities (OSD) to develop a Plan of

Accommodations. A student who requires accommodations and does not develop a Plan of Accommodations through the OSD will not be granted accommodations in DPT courses. Accommodations are provided on an individual course basis.

5. Appropriate documentation of necessary accommodations must be received in writing by the DPT course instructor for each course, or accommodations will not be granted for that course.
6. It is the student's responsibility to submit a Plan of Accommodations to the instructor for each course in which the student wishes to request accommodation.
7. A student who experiences a change in health status at any point during the program must submit documentation of medical clearance to return to class, laboratory, or clinical education with or without accommodations. If the student will require accommodations, the student must contact the OSD to develop a Plan of Accommodations. A student who requires accommodations and does not develop a Plan of Accommodations through the OSD will not be granted accommodations in DPT courses.

Refer to the University Catalog for additional information.

Lab Attire

1. Because of the need to visualize and palpate anatomical structures, acceptable wear for labs must allow for socially acceptable access to the torso, arms, and legs. Acceptable wear for labs can include:
 - Sports bra
 - Shorts
 - Tank top
2. Gloves and aprons will be required in Gross Anatomy laboratories in order to protect clothing and skin. OSHA regulations will apply and be enforced.
3. Individual clinical facilities establish guidelines for appropriate attire in their setting. Students are expected to adhere to the guidelines of the clinic.

Membership in the Professional Organization

The American Physical Therapy Association (APTA) is the professional organization for physical therapists in the United States. For graduate DPT students, membership in the APTA is mandatory. Membership dues are included in the student fee. Membership in the APTA also includes membership in the local chapter, Pennsylvania Physical Therapy Association (PPTA) and district, PPTA – Northeast District.

Student and faculty membership in the association provides the student and faculty with opportunities for continuing education and networking at the district, chapter and national levels

including national and chapter student conclaves. Members receive *Physical Therapy*, the Journal of the APTA, other publications, and access to member only information on the APTA web site.

Minimum Level of Competency (MLC) policies for DPT courses

- In the course syllabus for DPT courses, the course instructor will identify the course requirements for which a minimum level of competence is required.
- Failure to satisfactorily meet MLC requirements for a course will result in a maximum grade of B- (B minus) for the course. A course may be repeated only once, and graduate program standards for program retention apply. Students will not be permitted to enroll in courses for which the failed course is a prerequisite until the course has been successfully repeated and a minimum level of competence achieved.
- If criteria for retention in the physical therapy program as well as the program retention policies for graduate programs are not met, the student will be dismissed from the program and will not be eligible for reentry.

Photographic Consent

Written consent must be obtained using the Department Photographic Consent form before photographing a subject for educational or research purposes. The form is available in the PT Faculty Team Google Drive, in the “Department Documents” folder.

A copy of the signed consent form must be kept on file in the Physical Therapy Department Office.

Preservation of Human Dignity

1. Respect for privacy, modesty, and confidentiality shall be observed in all professional activities and with all persons with whom the student associates.
2. Protection of the right to privacy, informed consent, human rights, and safety and well being of research participants and clients will be strictly observed.

Professional Behavior

Professional behaviors are attributes, characteristics or behaviors that are not explicitly part of the profession’s core of knowledge and technical skills but are nevertheless required for success in the profession. Ten professional behaviors were identified through a study conducted at UW-Madison in 1991-1992:

1. Critical Thinking
2. Communication

3. Problem Solving
4. Interpersonal Skills
5. Responsibility
6. Professionalism
7. Use of Constructive Feedback
8. Effective Use of Time and Resources
9. Stress Management
10. Commitment to Learning

The student is responsible for ongoing self-assessment and for seeking feedback from faculty and fellow students. Each student's progress toward attaining entry-level competence will be reviewed by PT faculty at regular intervals within the curriculum or as needed. In the event that an unacceptable behavioral problem cannot be resolved, the student may be dismissed from the Physical Therapy Program by formal action of the physical therapy faculty.

A faculty member observing a student displaying lack of professional behavior should complete a "Professional Behavior Incident Report" and place it in the student's file.

Physical Therapy Lab Cleanup Policy

Before leaving the room at the end of class, students will follow the following lab cleanup procedures:

1. Survey lab and appropriately discard any refuse that may be present.
2. Return all equipment to its original location, if moved during lab, including chairs, plinths, supplies, etc.
3. Wipe down any table or mat that was used during lab with a disinfectant wipe.
4. Remove pillow case from any pillow that was used during lab and place in hamper.
5. Replace pillow case with a clean one.

PT Student Handbook

All students are required to carefully read the *PT Student Handbook*, which is available on the class group page on myMU. This contains essential information regarding program policies and procedures. It is updated yearly and should be reviewed each spring semester for any changes. All students are bound by the policies published in this guide.

Safety

The equipment used in the physical therapy laboratories may be delicate, sensitive and potentially hazardous. Routine safety awareness and precautions should be exercised while using the equipment.

1. Equipment and supplies are to be utilized for their designated purposes only.
2. Any malfunctioning or damaged equipment must be reported to the responsible faculty member immediately.
3. All equipment must be kept in clean working order and stored appropriately when not in se.
4. No equipment or supplies are to be removed from the laboratory without written permission from the appropriate faculty member.
5. Students will have access to equipment, supplies and the labs when classes are not in session.

Bloodborne Pathogen Guide for Physical Therapy

A. Personnel

Instructors, lab assistants, teaching assistants, and students in physical therapy may come into contact with blood or body fluids.

B. Tasks

The following is a list of tasks that might result in exposure to blood or body fluids.

1. Dissection in gross anatomy laboratory. All cadavers used in gross anatomy have been tested negative for hepatitis and HIV infection.
2. Handling of sharp instruments or needles in physical therapy procedures and research laboratories.
3. Demonstration of patient care procedures or test procedures with volunteer patients or classmates.

C. Procedures

Standard precautions are used in handling blood and other body fluids. It is not expected that physical therapy personnel will be conducting invasive procedures; however, it is possible that an exposure to blood or other body fluids could occur. Blood and body fluids should be handled as potentially infectious.

1. Gloves are to be worn for:
 - a. Touching all blood and other body fluids, mucous membranes, or non-intact skin of clients.
 - b. Handling items or surfaces soiled with blood or body fluids.
 - c. Gloves are to be changed after contact with each patient.
2. Masks, gowns and protective eyewear are to be worn during procedures likely to generate droplets of blood or other body fluids.
3. Hands and other exposed skin surfaces must be washed immediately and thoroughly with soap and water if visibly soiled with blood or other body fluids.
4. Alcohol-based hand rub can be used to decontaminate hands except when they are visibly soiled with blood or other body fluids. Hands must be decontaminated after

- contact with blood or other body fluids if they are not visibly soiled. Hands must also be decontaminated after removing gloves.
5. If the skin is broken, and contact has occurred with blood or body fluids, immediately call or go to the Health & Wellness Center.
 6. All blood or body fluid spills are to be cleaned up by the Facilities Department. Call them to notify them of the spill.
 7. All linen and other material soiled with blood and/or other body fluids must be disposed of in a red biohazard bag. These bags are located in the Health & Wellness Center and in the Anatomy lab in the Science Building.
 8. All sharps (scalpel blades, needles, etc.) are to be placed into red plastic impermeable *sharps containers* after use. Under no circumstances are they to be reused or disposed of in regular trash containers. Sharps containers are located in the Health & Wellness Center and in the Anatomy lab in the Science Center.
 9. If clothing is contaminated with blood/body fluids, remove it and put it into a red biohazard bag, until you are able to soak it in a 1:10 bleach solution for 10 minutes. After soaking, the clothing may be laundered with regular detergent and wash cycle.
 10. Personnel with exudative lesions or weeping dermatitis should refrain from direct client care and from handling patient-care equipment until the condition resolves.
 11. Pregnant students should adhere to the Standard Precautions Policy since the fetus is at risk of infection through perinatal transmission.

This guide is posted in Passan Hall rooms 306 and 308, and in the Anatomy Lab in the Science Building.

Subject Participation in Educational Demonstration

Prior to participating as a subject in demonstration for educational purposes, the subject must provide informed consent. An explanation of the educational purpose behind the proposed examination or clinical demonstration must be provided to the subject when obtaining the patient's informed consent. The consent form is available in the "PT Faculty Team Drive" in the Department Documents folder, Forms subfolder.

It is the responsibility of the physical therapy faculty member to ensure that the demonstration subject is informed of the status of physical therapy students, and that they are introduced as physical therapy students.

Textbooks

Students are strongly encouraged to access required texts, not only to meet course requirements, but also as the basis for preparation for the National Physical Therapy Examination (licensure).

Withdrawal Policy

If a student withdraws from the DPT program for personal reasons, the student may request readmission at a later date. Readmission is not guaranteed, and the student's request will be honored on a space-available basis.

Written request for readmission must be made prior to the finalization of the graduate admission process for the cohort into which the student wishes to resume study. The student will be informed of this date at the time of withdrawal from the program. The written request for readmission must include a statement explaining how the circumstances that led to withdrawal for personal reasons have been resolved.

PHYSICAL THERAPY FACULTY

Susan Barker, PT, PhD – Professor and Chair

- Education:
 - Bachelor of Science in Physical Therapy: University of Pennsylvania
 - Master of Science in Physical Therapy: Temple University
 - PhD in Biomedical Science: Drexel University

Laurie Brogan, PT, DPT, GCS, CEEAA – Assistant Professor

- Education:
 - Bachelor of Science in Health Sciences: Misericordia University
 - Master of Science in Physical Therapy: Misericordia University
 - Doctor of Physical Therapy: Misericordia University
- Certification:
 - Geriatric Clinical Specialist
 - Certified Exercise Expert for the Aging Adult

Nicole Evanosky, PT, DPT – Assistant Professor and Director of Clinical Education

- Education:
 - Bachelor of Science in Health Science: College Misericordia
 - Master of Science in Physical Therapy: College Misericordia
 - Doctor of Physical Therapy: Misericordia University

Heather Fritz, PT, DPT – Assistant Professor and Assistant Director of Clinical Education

- Education:
 - Bachelor of Science in Health Science: College Misericordia
 - Master of Science in Physical Therapy: College Misericordia
 - Doctor of Physical Therapy: University of Scranton

Richard Haydt, PT, DPT, OCS, MTC, FAAOMPT – Associate Professor

- Education:
 - Bachelor of Science in Business Administration: Wilkes University
 - Master of Science in Physical Therapy: Beaver College (currently Arcadia University)
 - Doctor of Physical Therapy and Manual Therapy Certification: University of St. Augustine
- Certifications:
 - Manual Therapy
 - Orthopedic Clinical Specialist
 - Fellow status with the American Academy of Orthopedic Manual Physical Therapists

Kristen Karnish, PT, MPH , DEd, GCS – Assistant Professor

- Education:
 - Bachelor of Science in Physical Therapy: Thomas Jefferson University
 - Master of Public Health: New York Medical College
 - Doctor of Education: Pennsylvania State University
- Certifications:
 - Geriatric Clinical Specialist

Kelley A. Moran, PT, DPT, EdD, ATC, CSCS - Associate Professor

- Education:
 - Bachelor of Science in Athletic Training and Physical Education Studies, minor in Biology: University of Delaware
 - Master of Physical Therapy: Beaver College (currently Arcadia University)
 - Doctor of Physical Therapy: Temple University
 - Doctor of Education: Wilkes University
- Certification:
 - Sports Clinical Specialist
 - Strength and Conditioning Specialist

Maureen Romanow Pascal, PT, DPT, NCS – Associate Professor

- Education:
 - Bachelor of Science: University of Pennsylvania
 - Master of Science in Physical Therapy: Boston University
 - Doctor of Physical Therapy: Temple University
- Certification:
 - Neurologic Clinical Specialist

Steven Pheasant, PT, PhD – Professor

- Education:
 - Bachelor of Arts in Biology: Wittenberg University
 - Master of Science in Physical Therapy: Beaver College (currently Arcadia University)
 - PhD in Biomechanics: University of Toledo

Wilton Remigio, MSA, PMPT, DSc -- Assistant Professor

- Education:
 - Bachelor in Religion: Northeast Brazil College
 - Bachelor of Health Sciences: Weimar College
 - Bachelor in Physical Therapy: Catholic University of Salvador
 - Master of Science in Administration: Andrews University
 - Master of Physical Therapy: Loma Linda University
 - Doctor of Science: Loma Linda University

Maureen Rinehimer, PT, MS, MHS, PhD -- Assistant Professor

- Education:
 - Bachelor of Science, Physical Therapy: University of Pennsylvania
 - Master of Health Sciences: Drexel University
 - Master of Science, Physical Therapy: Temple University
 - (Currently enrolled) PhD, Health Science: Seton Hall University

Amy Tremback-Ball, MSPT, PhD – Associate Professor

- Education:
 - Bachelor of Science in Health Sciences: Misericordia University
 - Master of Science in Physical Therapy: Misericordia University
 - PhD in Health Education: Marywood University

Physical Therapy Offices

The physical therapy offices are housed on the third floor of Passan Hall. Faculty members have regularly scheduled office hours for appointments. Their schedules are posted outside the offices. The Department Administrative Assistant can also assist in making appointments for faculty members.

PT Department Contact Information

Administrative Assistant:

Katie Postupak PAS 327 674-6226 kpostupak@misericordia.edu

Clinical Placement Specialist:

Marilyn DeHaven PAS 330 674-6465 mdehaven@misericordia.edu

Department Chair:

Susan Barker PAS 325 674-6422 sbarker@misericordia.edu

Director of Clinical Education:

Nicole Evanosky PAS 312 674-6757 nevanosky@misericordia.edu

Assistant Director of Clinical Education:

Heather Fritz PAS 332 674-1498 hfriz@misericordia.edu

Faculty:

Laurie Brogan PAS 310 674-1876 lbrogan@misericordia.edu

Richard “Woody” Haydt PAS 313 674-6421 rhaydt@misericordia.edu

Kristen Karnish PAS 333 674-3325 kkarnish@misericordia.edu

Kelley Moran PAS 303 674-6467 kmoran@misericordia.edu

Maureen Pascal PAS 309 674-6258 mpascal@misericordia.edu

Steven Pheasant PAS 302 674-6765 spheasant@misericordia.edu

Wilton Remigio PAS 334 674-3321 wremigio@misericordia.edu

Maureen Rinehimer PAS 331 674-6759 mrinehimer@misericordia.edu

Amy Tremback-Ball PAS 311 674-6328 atball@misericordia.edu

Neuro Lab PAS 306 674-6731

Ortho Lab PAS 308 674-1468

PT Clinic PAS 117 674-6230

Gross Anatomy Lab SCI 116 674-6729

PHYSICAL THERAPY DEPARTMENT AWARDS

The **Outstanding Physical Therapy Student Award** is given to a graduating entry-level DPT student who demonstrates exemplary potential for success in the profession. The award is based on the following criteria:

- a. Academic achievement - GPA in top 10% of entry-level DPT graduating class.
- b. Clinical performance - a grade of Satisfactory for Clinical Education 1 through 3, and 80% of the ratings on the Clinical Performance Instrument for Clinical Education 3 at or beyond Entry Level performance.
- c. Leadership skills.
- d. Service to the University, community, and profession.

The Physical Therapy faculty selects the student who is to receive this award.

The **Physical Therapy Student Achievement Award** is given to a graduating entry-level DPT student who has demonstrated outstanding abilities to successfully complete the physical therapy curriculum in the face of unique life experiences. The graduating entry-level Doctor of Physical Therapy students select the student who they believe fits this description.

The **Catherine Perry Wilkinson Leadership Award** is given to a graduating entry-level DPT student who demonstrates exemplary potential for leadership in the profession. The award is based on the following criteria:

- a. Service to the University, community, and profession.
- b. Membership in the Physical Therapy Club and the American Physical Therapy Association.
- c. Leadership skills.

The faculty selects the awardee from students nominated by their classmates.

Prerequisite Courses for DPT:

	Credits
● Inorganic Chemistry with lab	4
● Organic Chemistry with lab	4
● Introductory Physics I with lab	4
● Introductory Physics II with lab	4
● Anatomy and Physiology I with lab	4
● Anatomy and Physiology II with lab	4
● Introduction to Psychology	3
● Introduction to Sociology	3
● Basic Statistics	3
● Child and Adolescent Psychology	3
● Psychopathology	3

Entry Level DPT Course Sequence –Revision (Effective January 2018)

		Spring 1 (Semester 1)		16	Summer 1 (Semester 2)		12	
		801 Applied Physiology		4	805 Medical Conditions 1		3	
		803 Human Anatomy 1		4	813 Evidence Based Practice 1		3	
		807 Movement Science 1		4	817 Movement Science 2		3	
		811 PT Clinical Skills 1		2	829 Professional Issues 2		2	
		819 Professional Issues 1		1	747 Integrated Clinical Experience 2		1	
		737 Integrated Clinical Experience 1		1				
Fall 1 (Semester 3)		18	Spring 2 (Semester 4)		16-17	Summer 2 (Semester 5)		10
815 Medical Conditions 2		3	809 Human Anatomy 2		2	837 Clinical Education 1		10
821 PT Clinical Skills 2		2	825 Medical Conditions 3		3			
823 Evidence Based Practice 2		2	855 Musculoskeletal PT 2		4			
839 Professional Issues 3		1	857 Neuromuscular PT 1		5			
851 Musculoskeletal PT 1		5	808 Complementary & Alternative PT		2			
853 Cardiovascular & Pulmonary PT		4	880 PT Elective*		1			
767 Integrated Clinical Experience 3		1				12 weeks		
Fall 2 (Semester 6)		15	Spring 3 (Semester 7)		17-18			
833 Evidence Based Practice 3	2	847 Clinical Education 2 849 Professional Issues 4 10 weeks	8	843 Evidence Based Practice 4		4		
802 Prosthetics & Orthotics in PT	1			859 Professional Issues 5		3		
858 Neuromuscular PT 2	2			860 Neuromuscular PT 3		2		
6 weeks				865 Patient/Client Management		4		
				864 Pediatric PT		2		
		861 Integumentary PT		2				
		880 PT Elective*		1				
Fall 3 (Semester 8)		14	<ul style="list-style-type: none"> ● Total credits = 121 ● Required PT Elective &/or Practicum = 3 credits ● Practicum may be completed any semester ● Practicum: research, teaching, administration 					
867 Clinical Education 3	10	869 Professional Issues 6 879 Doctoral Seminar 6 weeks	2					
12 weeks			2					

* Electives typically scheduled in Spring 2 and Spring 3

CLINICAL EDUCATION

Clinical Education is an integral component of the professional education programs in Physical Therapy. It is incorporated into the curriculum with the same care as the didactic program. Clinical Education courses are subject to the curriculum and academic policies and procedures outlined previously. Further, both the program and the university take seriously their responsibilities in the areas of clinical faculty development and evaluation.

1. The faculty person(s) designated as Director of Clinical Education has primary responsibility for coordinating, monitoring, organizing, implementing and evaluating the clinical education program. That person(s), with the assistance of the staff clinical coordinator and other clinical education faculty is responsible for arranging, contracting with, communicating with, developing and evaluating the clinical education sites and serving as the liaison between academic and clinical faculty.
2. All Physical Therapy faculty are involved in clinical education and promote integration among the clinical and academic courses.
3. All policies and procedures related to the clinical education program, including all data collection and reporting forms are included in the *Physical Therapy Student Handbook and Clinical Education Manual* which is provided to all students when they enter the professional phase of the Physical Therapy program. These items can also be accessed through the class group page on myMU.

Absence, Tardiness, Illness During Clinical Affiliations

Part Time Integrated Clinical Experiences:

Attendance is required during the specified operational hours of the facility for all clinical education experiences. Hours will be specified by course instructor. Only sickness and emergencies are considered excused absences. The student is responsible for notifying the course instructor of any absence prior to the beginning of the clinic hours. Equivalent working time will be scheduled for make-up at the discretion of the course instructor. In the case of inclement weather, students will follow the University's plan.

Full Time Clinical Experiences:

Attendance is required during the specified operational hours of the facility for all clinical education experiences. This may include weekends and evenings. The specific hours the student will be in the clinic will be specified by the Site Coordinator of Clinical Education (SCCE) and/or Clinical Instructor (CI). Only sickness and emergencies are considered excused absences. The student is responsible for notifying the SCCE and/or CI of any absence prior to the beginning of the clinic hours. The SCCE, CI and/or the Director of Clinical Education (DCE) may require a physician's

excuse if illness exceeds 3 days. Excused absences in excess of two working days, for any reason, must be made up by the student. Unexcused absences are not permitted. Equivalent working time will be scheduled for make-up at the discretion of the CCCE and/or CI.

Students are required to submit a “Notification of Missed Clinical Hours” form to the DCE. This form can be found in the class group page.

In the event of inclement weather, the student is expected to contact the clinical site to determine the clinic's expectations for the student. The University's delay and/or cancellation alerts are NOT to be followed. If no licensed physical therapist is available to provide supervision, the student is excused from the clinic. Under no circumstances should a student be involved in patient care without a licensed physical therapist on the premises. Time lost secondary to supervisor absence does not have to be made up.

Any other circumstance requiring time off during a clinical experience (i.e., presentation @ conference, interview for clinical education or residency) must be submitted to the DCE via the “Request to Miss Clinic” form located in the class group page in myMU, at least 30 days prior.

Background Check & Drug Screening

1. A statement about the potential ramifications of positive background check or drug testing will be posted on the Department website for review by potential applicants.
2. Prior to beginning graduate Doctor of Physical Therapy courses, each student will be required to complete the appropriate Background Check & Drug Screening, and Health Clearance procedures.

Cell Phone/Wearable Technology Usage During Clinical Education

Students should refrain from using personal cell phones for calling or texting during scheduled clinical hours unless required by the clinical site. This includes not using these technologies between patient sessions or when traveling between sites. If the student has a personal situation which requires the student to be accessible at any particular time, the student should inform the course instructor, CI and the DCE of the need to carry the cell phone during that time. The phone should always be kept on vibrate or silent mode. The use of cell phones for clinical applications (i.e. timer, anatomy app, patient education) may be appropriate when approved by your course instructor or CI.

Clinical Clearance Requirements

Part Time Integrated Clinical Experiences:

Students entering the Physical Therapy program will need the following requirements met prior to participating in part time Integrated Clinical Experiences:

1. Pennsylvania Criminal Background Check
2. Pennsylvania Child Abuse Clearance
3. FBI Clearance from the **Department of Human Services**
4. Initial health clearance which **MUST** include proof of a 2-step PPD
5. 10 panel drug screen

If these requirements are not successfully completed the student will be unable to participate in these courses, which will affect progression in the program.

Full Time Clinical Experiences:

Both the College of Health Sciences & Education and Physical Therapy Department, have established requirements for health screening, immunization and background checks for those students engaging in full time clinical education experiences. Some clinical sites have unique requirements that are outside of the department's requirements. In these instances, the student must comply with such requests in order to begin a clinical education experience at that site. Students must fulfill all requirements prior to initiating a full time clinical experience.

Requirements include proof of:

1. Personal health insurance
2. A satisfactory physical examination
3. Tuberculin skin test (PPD via MANTOUX)
4. Positive Rubella Titer (or appropriate remediation)
5. Hepatitis B Education and Inoculation
6. MMR vaccine or immunity
7. Varicella history or immunity
8. Tetanus Toxoid booster within 10 years
9. Poliomyelitis vaccine
10. Current CPR certification
11. Satisfactory criminal background check
12. Satisfactory drug screen
13. Completion of HIPAA training
14. Completion of Clinical Performance Instrument training

The Physical Therapy Department does not maintain student health records. Such information is collected and maintained by CERTIPHI. CERTIPHI is an independent, confidential student screening services company contracted by Misericordia University to store, monitor, and maintain student health records. In the instance that a clinical site has unique requirements, CERTIPHI can

provide the information to the student, who is responsible for completing the necessary documentation and paying the fees. Individual clinical site requirements can be obtained on-line and/or from clinical education faculty.

In addition to these services, CERTIPHI is the distributor of necessary forms for students to utilize in the clinical clearance process. These forms include, but are not limited to, the Health Clearance form and Student Statement of Responsibility form. They will also keep the Director of Clinical Education up-to-date with the status of all student immunizations, drug screens and criminal background checks. A student will not be permitted to begin any clinical education experience until the clinical clearance process has been completed and the necessary documentation is provided to and processed by CERTIPHI.

Students will receive notification of the clinical clearance timeline in the fall semester of the DPT 1 and DPT 2 years. Once clinical clearance is granted, it is in effect for one year from the initial PPD, unless there is a change in medical condition.

See also College of Health Sciences & Education policy, available in the “Clinical Education” section of the Physical Therapy website <http://www.misericordia.edu/pt>.

Clinical Education Course Objectives

Part Time Integrated Clinical Experiences:

DPT 737: Integrated Clinical Education 1
DPT 747: Integrated Clinical Education 2
DPT 767: Integrated Clinical Education 3

COURSE OBJECTIVES:

1. Exhibit caring, compassion, and empathy in providing services to patients/clients.
2. Demonstrate integrity in all interactions with patients/clients, family members, caregivers, other health care providers, students, other consumers, and payers.
3. Demonstrate professional behavior in all interactions with patients/clients, family members, caregivers, other health care providers, students, other consumers, and payers. Participate in self-assessment to improve the effectiveness of care.
4. Expressively and receptively communicate in a *culturally competent* manner with patients/clients, family members, caregivers, practitioners, interdisciplinary team members, consumers, payers, and policymakers.
5. Identify, respect, and act with consideration for patients’/clients’ differences, values, preferences, and expressed needs in all professional activities.
6. With the assistance of the clinical faculty, participate in clinical skills related to examination and intervention of patients.
7. Recognize the application of concepts from Clinical Skills I in actual patient scenarios.
8. Describe the role of physical therapy to appropriate invested parties (i.e. patient, caregiver, healthcare provider).
9. Describe factors that influence intensity, frequency and duration of physical therapy in the identified patient population.

Full Time Clinical Experiences:

DPT 837 Clinical Education I
DPT 847 Clinical Education II
DPT 867 Clinical Education III

COURSE OBJECTIVES:

Upon completion of this clinical education experience, the student will be able to:

1. Create a safe working environment that minimizes risk to patients, self and others. (PC 1)
2. Respond appropriately to emergent or urgent situations according to facility safety policies and procedures. (PC 1)
3. Exhibit professional behavior during all clinical education activities. (PC 2)
4. Practice within established legal, professional and ethical guidelines. (PC 3)
5. Communicate verbally and nonverbally with others in an appropriate and timely manner. (PC 4)
6. Provide optimal care in a compassionate manner within the context of client wishes and both personal and societal constraints. (PC 5)
7. Provide care for patients and families in a nonjudgmental way while respecting personal differences, values and beliefs.(PC 5)
8. Identify personal strengths and weaknesses through CI's assessment and self-assessment.(PC 6)
9. Develop a plan for personal and professional growth based on CI's assessment and self-assessment. (PC 6)
10. Communicate and collaborate as professional health care providers with other health professionals, health and social service agencies and the community in the areas of: health promotion; prevention of disease, illness and participation restriction; health maintenance; and intervention for movement dysfunction. (PC 6)
11. Recognize clusters of signs, symptoms, and predisposing factors which enable categorization of problems and establish a physical therapy diagnosis. (PC 7)
12. Screen for relevant moderating variables, signs and symptoms that may contribute to determination of the physical therapy diagnosis and aid in selection of the most appropriate intervention strategies. (PC 8)
13. Decide whether physical therapy treatment is appropriate for a client as being within the scope of practice of physical therapy and the expertise of the therapist. (PC8)
14. Refer clients to another practitioner if physical therapy intervention is not appropriate and/or if there are related or unrelated problems for which other health care intervention may be indicated.(PC 8)
15. Select and accurately perform relevant physical therapy tests and measures during the examination of a patient. (PC9)
16. Consider patient response to selected tests and measures to optimize efficiency and accuracy. (PC 9)
17. Evaluate information from the client/family interview, the medical record, and physical therapist's examination of the client, in making clinical decisions. (PC 10)
18. Synthesize information to establish a physical therapy diagnosis and prognosis to create a patient/client plan of care. (PC 11)
19. Develop the short and long term goals for physical therapy in consultation with given clients and their significant others to maximize functional outcomes. (PC 12)

20. Select and design appropriate physical therapy intervention given constraints of moderating variables and limitations of knowledge. (PC 12)
21. Implement and manage physical therapy intervention in cooperation with the clients, significant others, and other health professionals, and in consideration of the moderating variables and contemporary health care and professional issues and constraints. (PC 13)
22. Monitor and evaluate responses to intervention, including physiological status, and modify or terminate treatments as appropriate. (PC 13)
23. Apply concepts from teaching and learning theories in designing, implementing, and evaluating learning experiences used in the education of clients, significant others, students, colleagues, community, and self. (PC 14)
24. Provide thorough, accurate, and organized documentation in a timely manner to justify physical therapy services. (PC 15)
25. Function with a spirit of critical inquiry by: applying basic principles of the scientific method to read and interpret professional literature; systematically collecting, analyzing, and documenting clinical data; participating in activities to validate clinical theory and practice; and critically analyzing evidence related to physical therapy practice. (PC 16)
26. Apply concepts and principles of management in the provision of cost-effective physical therapy services to individuals, organizations and communities in recognition of the influence of social, economic, legislative, ethical and demographic factors on the delivery of health care. (PC 17)
27. Determine appropriate direction and supervision of personnel working with patients/clients with consideration for the legal, professional and ethical guidelines of the profession. (PC 18)

Clinical Education Evaluation

COURSE REQUIREMENTS:

1. Completion of the student's self-assessments (midterm and final) utilizing the PT CPI.* These must be reviewed and signed by the Clinical Instructor (CI). The student must complete the Comments sections under each Performance Criteria as well as the Summative Comments section for both the midterm and final. Completion of the CPI by CI to be reviewed and signed by the student. The CI must complete the comments section for each of the performance criteria.
Once the student and CI have completed the PT CPI at both midterm and final, they will need to sign off on the evaluation. To sign off on the document either click on the flashing paper and pencil icon to go to the signature page, or scroll to the bottom where it says "Evaluation Sign Off".
* These will be completed and submitted in an on-line format accessed through the following website: <http://cpi2.amsapps.com/>
2. Completion of the Clinical Education Journal. The journal must be reviewed and signed by the Student and CI. It is the **student's responsibility** to submit the completed journal as instructed in Blackboard.
3. Completion of the Physical Therapist Student Evaluation: Clinical Experience and Clinical Instruction. *This must be reviewed and signed by the CI and CCCE. *This Evaluation will
4. Satisfactory completion of all online assignments (papers, discussion boards, etc) by the designed due date in Blackboard.

5. Students will communicate to DCE's instances where they will be unable to complete any of the above items by the designated date. Student will be required to communicate why they are unable to meet the deadline and when they could reasonably submit the required item.

Formal evaluation and discussion must occur at the midterm and final of the clinical education experiences. However, continuous evaluation and discussion are strongly encouraged. It is expected that the Site Coordinator of Clinical Education (SCCE) or Clinical Instructor (CI) will inform the student and contact the Director of Clinical Education if the student is having difficulties that may jeopardize the student's ability to meet expected standards. This early communication may allow the necessary time to develop and implement appropriate plans to address these difficulties.

Clinical Incident Report

See also College of Health Sciences & Education policy, available in the "Clinical Education" section of the Physical Therapy website <http://www.misericordia.edu/pt>.

1. See the clinical education site's documentation for specific policies regarding reporting of clinical incidents.
2. Only in the event of any student injury is the signature of the student (in the appropriate space) required in section V. of the "Clinical Incident Report".
3. In the event of any student injury where treatment is not covered by the individual clinical education site, the student will incur the expense.
4. Forms for reporting clinical incidents may be obtained from the department's clinical education coordinator by contacting (570) 674-6465.
5. This form must be completed by the student's clinical employee/supervisor and signed by both the student and the clinical employee/supervisor.
6. The original report will be forwarded to the Director of Clinical Education. Copies will be distributed as needed to the appropriate parties.

Communication with the Physical Therapy Department during Clinical Education

During part time Integrated Clinical Experiences, the student will communicate directly with the clinical faculty immediately supervising the clinical experience. In instances where the responsible clinical faculty is unavailable, the student may contact the Director(s) of Clinical Education.

During a full time Clinical Education Experience, a clinical education or other faculty member will maintain communication by telephone or visit near the midpoint of the clinical experience. Communication will include discussion of the student's performance and general issues of clinical education with the student, Clinical Instructor (CI), and Site Coordinator of Clinical Education (SCCE) when necessary. Information related to perceived academic strengths and weaknesses, academic preparedness, teaching and learning strategies, and educational goals will be gathered during telephone or visit conversations.

Visits will be made when there are problems that cannot be resolved by telephone or at the request of the CI or SCCE. If problems or concerns arise during the clinical education experiences that the student would like to discuss with a faculty member, the student is encouraged to call or e-mail.

Costs Associated with Clinical Education

Students are responsible for all expenses incurred or associated with clinical education experiences. These include the costs associated with:

- All health clearance tests and appointments
- Any background clearances required by Misericordia University and/or clinical sites
- Drug Screen costs
- Travel and transportation costs to and from the clinical education site
- Housing and meals on site
- Any other expenses such as local travel, parking and uniforms.

Students who suspect they may not be able to participate in clinical education due to financial hardship should submit a request for special consideration as described in the “Special Consideration” policy. Every effort will be made to accommodate the student with a suitable site. However, an appropriate site may not be immediately available and could delay student progression in the program.

Some of the out of town sites provide housing information for students affiliating in that area. Occasionally, a clinical site will provide housing, meals, or a small stipend for such expenses. This information can be obtained online and/or from clinical education faculty.

CPR Certification

See also College of Health Sciences & Education policy, available in the “Clinical Education” section of the Physical Therapy website <http://www.misericordia.edu/pt>.

1. The student is required to obtain certification in professional level/healthcare provider Adult (one and two person)/Infant/Child CPR at the student’s own expense.
2. Certification must be kept current for the length of time the student is enrolled in any full time clinical education experience.
3. In the spring semester prior to the first full time clinical experience, the student must upload a copy of the official certification card to CERTIPHI’s ‘My Record Tracker’.
4. It is the student’s responsibility to be aware of the expiration date. The student must upload a copy of the current CPR card to CERTIPHI’s ‘My Record Tracker’.
5. Failure to comply with these requirements may result in the student being unable to progress to full time clinical education. For students who do not submit renewed CPR documentation, this will result in removal from the clinical education site. If a student is removed from the clinical education site and does not obtain clearance within the timeline

designated by department, the student may be in jeopardy of delaying progression in the program.

6.

Failure to Successfully Complete the Clinical Education Experience

DPT 837 Clinical Education 1

If the student receives a grade of U in DPT 837 Clinical Education 1, the DCE with input from the Physical Therapy faculty, will decide whether or not a make-up opportunity will be granted.

If a make-up opportunity is not granted, the student will be dismissed from the professional program.

If a make-up opportunity is granted for DPT 837 Clinical Education 1:

- It will occur during the time scheduled for DPT 847 Clinical Education 2 (The last 12 weeks of the Fall 2 semester), and the student will have to register for DPT 837 Clinical Education 1.
- The student will be issued a grade of U for DPT 837 Clinical Education 1.
- The length of the make-up opportunity for DPT 837 Clinical Education 1 will be determined by the DCE and clinical faculty and will not exceed 12 weeks.
- A learning contract will be used to specify the conditions of the make-up opportunity.
- If the student successfully meets the criteria as outlined in the learning contract for DPT 837 Clinical Education 1 make-up opportunity, results in DPT 847 Clinical Education 2 being rescheduled for the Fall III semester during which DPT 877 Clinical Education 3 was scheduled. This is provided that the student meets the academic requirements for all other course work. DPT 877 Clinical Education 3 will be rescheduled during the following Spring or Summer semester following successful completion of the Fall III semester. The timing of the rescheduled course will depend on availability of a suitable placement.
- If the student fails to meet the criteria as outlined in the learning contract in the make-up opportunity for DPT 837 Clinical Education 1, the student will be issued a failing grade of U for that course and will be dismissed from the professional program.

DPT 847 Clinical Education 2

If the student receives a grade of U in DPT 847 Clinical Education 2, the DCE with input from the Physical Therapy faculty, will decide whether or not a make-up opportunity will be granted. This will only be possible if the student successfully completed DPT 837 Clinical Education 1 without using a make-up opportunity.

If a make-up opportunity is not granted, the student will be dismissed from the professional program.

If a make-up opportunity is granted for DPT 847 Clinical Education 2:

- It will occur during the time scheduled for DPT 877 Clinical Education 3 (the Summer III semester), and the student will have to register for DPT 847 Clinical Education 2.
- The student will be issued a grade of U for DPT 847 Clinical Education 2.
- The length of the make-up opportunity for DPT 847 Clinical Education 2 will be determined by the DCE and clinical faculty and will not exceed 10 weeks.
- A learning contract will be used to specify the conditions of the make-up opportunity.
- If the student successfully meets the criteria as outlined in the learning contract for DPT 847 Clinical Education 2 during the make-up opportunity, DPT 877 Clinical Education 3 will then be rescheduled during the following Spring or Summer semester following successful completion of the Fall III semester. The timing of the rescheduled course will depend on availability of a suitable placement.
- If the student fails to meet the criteria as outlined in the learning contract in the make-up opportunity for DPT 847 Clinical Education 2, the student will be issued a failing grade of U for that course and will be dismissed from the professional program.

DPT 877 Clinical Education 3

DPT 877 Clinical Education 3 is graded as being either satisfactory (S) or unsatisfactory (U). The determination of grades is made by the Director of Clinical Education based on feedback from the clinical instructor(s).

If the student receives a grade of U in DPT 877 Clinical Education 3, the student will be dismissed from the professional program.

The student will not be eligible for graduation until all requirements have been met and all academic course work and clinical education experiences have been completed satisfactorily.

Appropriate professional and ethical behavior and safety are expected of all students. Problems identified by the Director of Clinical Education and/or SCCE may result in appropriate counseling. Any problems in professional and ethical behavior and safety may result in failing any clinical education experience and/or dismissal from the program. See “Professional Behavior” in the Clinical Education Policies and Procedures in this handbook.

Health Insurance

All students are required to possess current health insurance prior to the initiation of the clinical education experience. Evidence of health insurance (in the form of a photocopy) must be uploaded to CERTIPHI. Students who do not produce evidence of such will not be permitted to participate in clinical education.

HIPAA Confidentiality Training

1. Prior to the commencement of student placement at the clinical education site, students will participate in a HIPAA training course as directed by the Clinical Education team.
2. Students will provide proof of completion of HIPAA training, which will be maintained by the Physical Department.

See also College of Health Sciences and Education policy, available in the “Clinical Education” section of the Physical Therapy website <http://www.misericordia.edu/pt>.

Holidays

Part Time Integrated Clinical Experiences:

Student will abide by the University calendar regarding holidays/breaks for participation in the part time experiences.

Full Time Clinical Experiences:

Students will abide by the holiday schedule established by the clinical site and not the University’s academic calendar.

Injuries from Sharp Instruments and Blood Borne Pathogens Exposure

See also College of Health Sciences and Education policy, available in the “Clinical Education” section of the Physical Therapy website <http://www.misericordia.edu/pt>.

1. Standard precautions and Transmission Based Precautions will be observed during any tasks that involve exposure to blood, body fluids, or tissues.
2. During clinical/fieldwork education experiences, clinical education site policies and procedures will apply regarding the care and use of needles and other exposure to blood borne pathogens. During academic education experiences, the Misericordia University policies and procedures will apply.
3. After use, disposable syringes, needles and other sharp instruments will be placed in the appropriate puncture resistant sharps container.
4. The student is responsible for reviewing the clinical education site’s documentation for specific policies regarding reporting of clinical incidents.
5. In the event a student is injured with a sharp instrument or otherwise exposed to blood borne pathogens during the clinical education experience, the MU Physical Therapy Department must be notified immediately. They, in turn, will notify the Student Health Service: (570) 674-6276.
6. As outlined in the College of Health Sciences & Education Policy #4 Clinical Incident Report, a Clinical Incident Report form must be completed and returned within 10 working days from the date of the incident. Forms for reporting clinical incidents may be obtained from the MU Physical Therapy Department.

Liability Insurance

Students are required to have Student Professional Liability Insurance in order to participate in clinical laboratory and clinical education experiences. Liability insurance for all College of Health Sciences & Education students is arranged by Misericordia University through Eastern Insurance Group. The cost of the insurance will be added to the student bill annually as a special fee.

Name Tags

Each student is required to wear an identifying name tag, and is required to wear the name tag at all clinical education sites, unless the site's Site Coordinator of Clinical Education or Clinical Instructor instructs the student otherwise. The cost for one name tag is included in the student's tuition and fees. Replacement of this name tag is at the student's expense.

Organizational Structure during Clinical Education

The student is obligated to abide by the policies and procedures set forth by the clinical education site. If no policy exists at a clinical site, the policies and procedures set forth by the Physical Therapy Program of Misericordia University should be followed. Conflicts regarding policies and procedures will be resolved through the Director of Clinical Education.

Some facilities may have additional requirements for students planning to affiliate with them. Students must complete those site-specific requirements set forth by the clinic, as well as those of the academic program and University. These must be completed or the student may not be permitted to participate in an experience at that facility. All costs associated with completing such requirements are the responsibility of the student.

Patient Right to Refuse

Patients have the right to refuse to participate in physical therapy services provided by students without the risk of repercussions. Students should treat all individuals with respect, concern, consideration, and empathy, regardless of their needs and values.

Potential Health Risks

Students should be aware that there are inherent risks associated with participation in the academic and clinical education experiences as a physical therapy student. Whenever possible, students will be informed of potential risks prior to participating in specific activities.

During clinical education experiences, it is the student's responsibility to review the clinical education site's policies and procedures for dealing with potential health risks. Potential health risks can include but are not limited to:

- Exposure to infectious diseases
- Exposure to hazardous materials
- Risk of musculoskeletal injury

There are potential health risks associated with practice in a health care environment. Students should practice Standard Precautions and Transmission Based precautions as needed. In some facilities emergency care may not be readily available. In all cases, the cost of emergency and medical care is the responsibility of the student.

Priority of Clinical Education

The Clinical Education courses (DPT 837, DPT 847, and DPT 877) are an integral component of the physical therapy curriculum. Students are expected to prioritize the clinical education experiences and to complete full-time 40 hour per week minimum clinical education experiences. Since clinical hours vary among sites and may include weekend and evening hours, students should not commit to other work schedules, vacation, or personal business during scheduled clinical experiences. Any student planning on continuing employment during the clinical experience should inform the DCE prior to the start of a clinical experience.

Professional Attire

Individual clinical facilities establish guidelines for appropriate attire in their setting. Such guidelines may deal with clothing, shoes, jewelry and hair. Students are expected to adhere to the guidelines of the clinic. If the clinic's expectations for dress are not specified, it is the responsibility of the student to contact the assigned site regarding dress requirements. Whether or not the clinical facility has a dress code, the student is responsible for adhering to the following Philosophy of Professional Attire.

Philosophy of Professional Attire

The Physical Therapy program at Misericordia University has developed a trusted and valued position in the health care community. That position is based upon the quality of care provided by our faculty, our students, and our graduates. Patients, families, colleagues and visitors all form opinions regarding the level of that care and to a large degree, those opinions are based upon the impression we make.

Each one of us is a representative of the Physical Therapy Program, Misericordia University, and the profession of physical therapy. This is true whether we are participating in a staff meeting or family conference, providing patient care in the treatment area or clinic, or simply walking on clinical facility grounds. We all have a responsibility to demonstrate, through our attire as well as our actions, that we are caring, skilled professionals. It is imperative that through our appearance we convey that we are reliable, competent, and serious about our work.

It is well documented that the impression others have of us is made within the first few minutes of contact. Our attire, cleanliness and the state of repair of our clothing and general appearance of professionalism contribute significantly to the success or failure of that critical first impression. Whether we personally agree or disagree with the significance of these factors, they do contribute to

those vital first impressions in our encounters with others. The following guidelines are offered to assist meeting the Physical Therapy Program's expectations of professional attire and appearance.

Attire should be appropriate for the setting as well as the activity in which a staff member is involved. It is understood that much of the patient care that we provide has the potential for soiled clothing. Attire which may be suitable in the treatment area, however, may not be appropriate in a family conference, clinic, or in-service program or on rounds. In those situations, a white lab coat or jacket may be worn to present a more professional image.

In general, clothing should:

- allow freedom of movement
- not require the attention of the wearer to maintain propriety
- maintain modesty
- not impede safety

It is also important that patients, families, visitors and colleagues be able to identify students easily as Physical Therapist students. For this reason, you are required to purchase an identifying name tag which you should wear during clinical education experiences. The cost for one name tag is included in the student's tuition and fees. Replacement of this name tag is at the student's expense.

The clinical setting is a professional place of business. T-shirts, denim jeans, shorts and bare legs are not appropriate for work. Clinics may have special identifying clothing which may be worn as designated by the clinic.

The cleanliness and state or repair of our clothing, hair, and bodies give others an immediate impression concerning our personal habits. Inattention to detail on a personal level may reflect inattention in providing patient care.

We hope that these guidelines are helpful in your selection of attire and in a personal appearance which presents a professional image.

Adapted from the Rancho Los Amigos
Physical Therapy Department Code of April 16, 1991 and
the Pacific University Physical Therapy Student Handbook,
Spring, 1995.

Professional Behavior during Clinical Education

Professional and ethical behaviors are expected of all students during clinical education. Please remember that you represent the University and the profession. A Site Coordinator of Clinical Education (SCCE) or Clinical Instructor (CI) may dismiss a student, without warning, for behavior regarded as dangerous or disruptive. In such cases, the SCCE will immediately notify the Director of Clinical Education (DCE) by telephone at (570) 674-6757. Following dismissal for such behavior, approval of the DCE and SCCE will be required for the student to return to the clinical experience.

If a student leaves the clinical site, during normal working hours, without permission by the DCE or SCCE or CI, the student will not be allowed to return to the clinical site. If the DCE and/or clinical faculty determine that the student's behavior constitutes professional negligence, or is viewed as patient abandonment, the student will be dismissed from the Physical Therapy program.

Requirements for Advancement to Clinical Education Experiences

Students must successfully complete all academic courses preceding the clinical education experience to participate in the scheduled experience.

Prior to the first clinical education experience, each student must complete CPR certification, be enrolled in the professional liability insurance program and meet health requirements. These requirements are detailed later in this document.

Selection of Sites for Clinical Education Experiences

Part Time Integrated Clinical Experiences:

Students will be randomly assigned in the Spring I semester to one of three Integrated Clinical Experiences. These experiences occur during scheduled times designated throughout the first three semesters. Each student will rotate through all three types of experiences in the first DPT year.

Full Time Clinical Experiences:

The site selection for Clinical Education Experience I and II will occur during the first fall semester. The site selection for Clinical Education Experiences III will occur during the second fall semester. Students will be able to select 10 preferred clinical sites for each clinical experience. This is done in an electronic format utilizing Acadaware Software Solutions. The details surrounding this process will be explained in face to face encounters prior to site selection.

The list of clinical education sites with which the Physical Therapy Department has contracts is available on the Acadaware website. A database including all current affiliating clinical education sites will be maintained by the Physical Therapy Department. Students should be aware that having an established contract with a clinical education site does not guarantee a student placement being offered during the time of clinical placements.

Clinical education sites offering student placements for the upcoming year will be posted on Acadaware. The student is responsible for reviewing this database and making preliminary decisions for site preferences.

Clinical education sites are generally within a 300-mile radius. Students are expected to select a site throughout this area. Regardless of the location of the clinical education site the student is responsible for traveling and living expenses.

Given the changeable nature of the clinical education faculty and sites, as well as the health care delivery system, the Physical Therapy Department cannot assure that the clinical site placements will be definite in all situations. It may be necessary for a student to select an alternate site as late as a few days prior to the start of the clinical education experience.

Student preference for clinical education sites will be considered in the assignments for clinical education experiences. However, the Director(s) of Clinical Education and physical therapy faculty will make the final decision for student placement. Priority will be based on the academic needs of the students and availability of the clinical site. Financial and personal needs will be considered for all student placements; however, assurances cannot be made that these needs will be met.

Site Development Policy

Under no circumstances should a student or an outside party on behalf of the student, attempt to contact a facility in order to arrange a clinical placement. All requests should be submitted in writing to the Director(s) of Clinical Education using the “Request for New Site Development Form” located on the group page in the Clinical Education files section.

The student must specify on the request form the level of the Clinical Education experience and the type of experience preferred. The deadline for submitting site development forms for Clinical Education 1 is the end of the 6th week of the first spring semester. The deadline for submitting site development forms for Clinical Education 2 is the end of the 6th week of the first summer semester. The deadline for submitting site development forms for Clinical Education 3 is the end of the 6th week of the second spring semester. Requests will not be accepted after the deadlines. Each request will be evaluated on an individual basis.

Each student may submit a maximum of (3) sites for potential site development. Each site development request submitted will count towards the maximum allowed regardless of whether it is part of the current database or not. Therefore, prior to submitting the request, the student should review the list of currently contracted sites in the Acadaware website. Facilities may change names, so students should check the files to see if addresses match. A site in the database that is not currently offering a clinical education placement is not considered a new site.

If a contract is developed as the result of a student request, the student must accept the placement and participate in the clinical education experience offered by the facility. Students should carefully consider all aspects of new site development including costs associated with housing, travel, meals, and transportation prior to submitting requests.

Special Consideration

Requests for special consideration because of extenuating circumstances that require a student to be at or near home or school must be submitted to the Director of Clinical Education using the “Special Consideration Request Form.” The form is located on the student’s group page on myMU. Submission timeline for Special Consideration is the same as new site development. Requests will not be accepted after the deadline listed on the form. The physical therapy faculty will review the request for special consideration at a regular faculty meeting, and the student will be notified in writing of the faculty’s decision.

Student Information Shared with Clinical Facilities

As part of the clinical education program it will be necessary to provide the clinical facilities with the following student information:

- Personal contact information including telephone, e-mail, and mailing address.
- Health insurance information
- Misericordia University College of Health Sciences & Education Clinical Clearance Information
- Student Data Form
- Essential function accommodations when applicable
- Criminal Background check when requested by the facility
- Drug screening information when requested by the facility

In most instances, it is the student’s responsibility to provide the clinical site with the documentation of the above mentioned items.

Upon request of the clinical site, the Director of Clinical Education or academic faculty may confirm student academic and clinical performance that was previously observed. This may include the student’s strengths and weaknesses, perceived professional behaviors, and learning styles.

Telephone or E-mail Contact

The student or Center Coordinator of Clinical Education (CCCE) or Clinical Instructor (CI) is requested to contact the clinical education team immediately when a major problem or difficulty arises that might require the involvement of the clinical education faculty. During working hours, the clinical education team can be reached as follows:

- Nicole Evanosky, PT, DPT
Director of Clinical Education
 - (570) 674-6567
 - nevanosky@misericordia.edu

- Heather Fritz, PT, DPT
Assistant Director of Clinical Education
 - (570) 674-1498
 - hfritz@misericordia.edu

- Marilyn Dehaven, BS
Clinical Education Department Contact
 - (570) 674-6465
 - mdehaven@misericordia.edu

If necessary, students may contact the DCE's by cell phone:

Nicole Evanosky, PT, DPT
Director of Clinical Education
(570) 574-1930

Heather Fritz, PT, DPT
Assistant Director of Clinical Education
(570) 407-1182

In the event that they cannot be reached, Susan Barker, PT, PhD, the Department Chair, may be contacted at (570) 674-6422 or e-mail: sbarker@misericordia.edu.

Types of Clinical Education Experiences Required

By the end of all three full-time clinical education experiences, the student should have had the opportunity to work with patients of various ages:

- In both inpatient and outpatient settings.
- In a variety of classifications (cardiovascular, pulmonary, musculoskeletal, neuromuscular, integumentary).
- Through the various stages of care from acute through long term care.

The ideal placements for a student will typically include a mix of the following:

- An inpatient acute or sub-acute experience in a hospital or skilled nursing facility
- An outpatient orthopedic experience in a hospital, rehabilitation center, or free-standing facility

- A primarily neuromuscular/clinically complex experience (>20% neurological diagnoses) in a hospital, nursing home, or rehabilitation center. This could also be a home health or pediatric experience in a school, hospital, or clinic.

Students may not be allowed to participate in clinical placements where they have had previous experience as volunteers, students, or employees, or if the student has accepted an offer for employment prior to starting the clinical placement.

Students will not be allowed to complete more than one placement within the same healthcare location. Clinical education experiences within the same healthcare system will be considered on a case by case basis.

Students will not be permitted to complete more than two clinical placements in the same type of experience; e.g., A student would not be permitted to have three outpatient orthopedic placements.

The clinical education team and physical therapy faculty make the final decision for student placements. Priority will be based on the academic needs of the students and availability of clinical sites.

Use of Other Information Obtained from Clinical Sites

Students may wish to use information other than protected health information that is obtained from clinical education sites, including such things as facility protocols and administrative information. This information may not be shared without the informed consent of facility representatives. Informed consent should include how the information will be used and shared. Proper credit should be included when the information is disseminated.

Use of Protected Health Information

In the course of clinical education experiences, students will encounter information of a personal nature related to patients. Students must comply with the privacy and portability policies of the facility and University. Students may not share protected health information without the informed consent of the individual or the individual's legal representative. Informed consent must include how the information will be used and shared.

Prior to participating in clinical education courses, all students are required to successfully complete HIPPA confidentiality training. A copy of the certificate of completion will be kept in the student's clinical education file.