PHYSICAL THERAPY

STUDENT HANDBOOK
and

CLINICAL EDUCATION MANUAL

2025-2026

DPT Class of 2028

MISERICORDIA
UNIVERSITY
Physical Therapy

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MISERICORDIA UNIVERSITY
PHYSICAL THERAPY DEPARTMENT

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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.

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 Evaluative Criteria for Accreditation. CAPTE will consider two types of complaints: those that involve situations subject to formal institution/program due process policies and procedures and those that involve situations not subject to formal due process procedures.
Further information can be found at https://www.capteonline.org/complaints

Mission

The physical therapy program is committed to providing students with quality education, based on the standards and values of the physical therapy profession, in order to develop competent and ethical physical therapy practitioners able to think critically, value diversity, 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 and the charisms of Misericordia University: 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 andragogy (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.

Freshman Admission into the DPT Program

Students admitted as freshmen must meet the general admission requirements of Misericordia University. Minimum criteria for admission to the Physical Therapy program are:

1. Class rank in the top 1/3 of the graduating class
2. Successful completion of three years of mathematics, one year of biology, and one year of chemistry

Additionally, high school preparation in physics is highly recommended. Exposure to and exploration of physical therapy as demonstrated by paid or volunteer experience is strongly encouraged.

Graduate Admission into the DPT Program

Students are admitted into the graduate portion of the DPT program that begins in spring semester. Students who currently attend Misericordia University and who wish to apply for graduate admission into the DPT program will be evaluated along with external applicants. Admission to the Physical Therapy major is not guaranteed, and is on a space available basis. The deadline for submitting an application for graduate admission into the DPT program is April 15th of the preceding year.

The criteria for admission into the professional DPT physical therapy program are:

- Completion of requirements for baccalaureate degree.
- Completion of required prerequisite courses with a grade of **C or above** for each course. (**C minus** is not an acceptable grade.)
- Cumulative GPA of at least 3.2.
- DPT Prerequisite Natural Science GPA of at least 3.0. The student may repeat **no more than two** prerequisite Natural Science courses.
- Exposure to and exploration of physical therapy as demonstrated by documented paid or volunteer experience of 50 or more hours in at least two different facilities or a minimum of one year's full-time professional experience within the healthcare system.
- Pre-Academic Health Clearance Form
- Evidence of Medical Terminology competency, which can be fulfilled in several ways:
    1. Demonstration of college level credit-bearing coursework of at least one credit, with a grade of **C** or better.
    2. Completion of "Advanced Medical Terminology with Sound Recordings" non-credit course available at **http://www.webbycyberclasses.com.**
    3. Completion of MI 106 Medical Terminology (1 credit) with a grade of **C** or better.
        - Medical Imaging majors have priority for registration for this course.
        - Students wishing to pursue this option should register during their junior year.

4. Previous employment or training in a health care profession involving the use of medical terminology.
    - Must be approved by the Physical Therapy Department.

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.

Course Descriptions: DPT Program

See University catalog for DPT course descriptions:

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.

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

4. In the "Handouts" area you'll find the DPT Class Student Handbook and other 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.

Essential Functions/ Technical Standards for the Student Physical Therapist Admission and Matriculation

Misericordia University is committed to creating an environment where all are welcome. In the spirit of hospitality and justice, we comply with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA), as amended, and as applicable. The Misericordia Doctor of Physical Therapy (DPT) program is committed to the policy that all persons shall have equal access to its program and encourages all qualified individuals to apply for admission to the DPT Program.

The DPT degree is a broad degree in which the graduate is prepared and upon licensure is allowed to practice in all areas of the physical therapy profession. This requires that the students in the curriculum acquire didactic knowledge as well as competent skills and attitudes essential for the practice of physical therapy. The students require both cognitive and technical skills to negotiate this curriculum, including classroom, laboratory, simulated clinical experiences and clinical education assignments.

These technical standards are the activities that a student physical therapist should be able to perform, with or without reasonable accommodations. These standards should not serve as a deterrent to any candidate with disabilities who desires to pursue education to become a Doctor of Physical Therapy. Candidates with disabilities bring unique perspectives that contribute to the diversity of the candidate population and will create a diverse health care workforce of culturally competent practitioners who can meet the needs of their patients and clients. With this in mind, the student should be able to meet the technical standards in the following domains in the classroom and clinical setting.

The technical standards are not intended to deter any candidate for whom reasonable accommodations will allow the fulfillment of the complete curriculum. However, not all accommodations may be able to be honored in all educational settings. By way of example only, if the requested accommodation is unreasonable and/or would cause the University to fundamentally alter the program, then it cannot be honored. Students seeking accommodations, academic adjustments, and/or auxiliary aides can be confidentially reviewed by the Office of Students with Disabilities (OSD) by contacting Kristen Ricardo at kricardo@misericordia.edu or

570-674-6205. The OSD is located in the Student Success Center (SSC) in the lower level of Alumnae Hall.

Motor

General: Physical therapy students should have sufficient motor functions such that they are able to effectively manage the patient from patient examination through intervention. Candidates must be able to provide general and therapeutic care that is safe for the patient, any caregivers, and themselves.

Specific: Motor functions include, but are not limited to, the performance, description or direction of others to safely lift, transfer, guard, and position patients. In addition, many therapy interventions require advanced hands-on skills to safely perform patient care, including manual therapy, wound debridement, and treatments that use accessory devices.

Observation/Sensory Abilities

General: A student should be able to perceive all information necessary for effective patient/client management inclusive of functional use of visual, hearing and tactile sensation.
Specific: This includes, but is not limited to:

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

- Auditory ability for: o Effective auscultation/auditory evaluation inclusive of but not limited to: lungs, heart, apical pulse, blood pressure, joint noises, and prostheses.
  - o 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:
  - o Appropriate feedback related to safe application of gradient pressures during examination and intervention, including palpation, manual muscle testing, joint mobilization, percussion, massage.
  - o Appropriate feedback for manipulation of dials, sensors, switches on all examination and therapeutic equipment.

Cognitive Processing

General: A student should be able to measure, calculate, reason, analyze, integrate and synthesize in order to effectively problem solve and clinically reason.

Specific: Students must understand, assimilate, and interpret complex curricular information, including but not limited to, the ability to comprehend 3-dimensional relationships, understand the spatial relationships of structures; synthesize information both in person and remote via

technology; interpret data to make conclusions; hypothesize. A student should be able to perform these problem-solving skills in a timely fashion for effective patient treatment.

Maintain Safety

Physical therapy students should possess sufficient intellectual-conceptual ability to maintain a safe environment for students, faculty, patients, and colleagues. Students should 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 the 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

General: Students should be able to communicate effectively and sensitively with patients and all members of the health care team.

Specific: Students should be able to communicate with patients in order to elicit information, to detect changes in mood, activity, and to establish a therapeutic relationship. Students should have sufficient facility with English to retrieve information from literature, computerized databases and lectures to communicate concepts on course exams and patient charts; elicit patient backgrounds; describe patient changes and coordinate patient care with all members of the health care team.

Behavioral/Social A student should possess the psychological ability required for the full utilization of their intellectual abilities, for the exercise of good judgment, for the completion of all responsibilities inherent to diagnosis and care of patients, and for the development of mature, sensitive, and effective relationships with patients, colleagues, and other health care providers. Students must be able to tolerate physically and mentally taxing workloads and function effectively under stress. They should be able to adapt to a changing environment, display flexibility and learn to function in the face of uncertainties inherent in the clinical problems of patients.

Professionalism/Ethics

A student should maintain and display ethical behaviors commensurate with the role of a physical therapist in all interactions with patients, faculty, staff, students, clinical colleagues, and the public. The student is expected to understand the legal and ethical aspects of the scope of physical therapy and function within the legal, ethical standards, and core values of the Sisters of Mercy and the physical therapy profession.

Physical therapy students must possess the emotional health required for the full utilization of their 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 their values, attitudes, beliefs, emotions, and experiences affect their 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.
● Understand and adhere to all federal and state statutes/regulation

GRADUATE DPT ACADEMIC POLICIES & 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. A student may also appeal a final course grade, as described in the *Misericordia University Undergraduate and Graduate Catalog.*

Misericordia DPT Academic Honor Council

The Honor Council is intended to support the Academic Integrity policy and enforce course policies related to academic dishonesty. Additionally, the council intends to address issues related to unprofessional behavior regarding student disrespectful interactions in academic, clinical and all university sponsored events. The Council is a joint faculty, student committee to oversee the administration of policies of academic integrity and student interactions with one another and faculty. The council will investigate and appropriately act on reported violations, as well as educate students and faculty on such policies.

General Policy Statement

Members of the Misericordia University Doctor of Physical Therapy Program commit themselves to producing academic work that adheres to the scholarly and intellectual standards of accurate attribution of sources, appropriate collection and use of data, and transparent acknowledgement of the contribution of others to their ideas, discoveries, interpretations, and conclusions. Cheating on quizzes or exams, plagiarizing or misrepresenting the ideas or language of someone else as one's own, falsifying data, or any other instance of academic dishonesty violates the standards of our program, the APTA Code of Ethics, as well as the values upon which Misericordia University is founded. Members of the Misericordia Doctor of Physical Therapy program foster and expect professional respectful behavior among all faculty and students alike.

Filing Report of Academic Dishonesty

Any MU DPT student, staff or faculty member with information concerning a possible act of academic dishonesty can and should report to the Honor Council. If the concern is from a faculty member, the faculty member is required to report to Council as well as document a Professional Behavior Alert Form and/or Incident Report. Students are strongly encouraged to report.

Students can access further information including reporting forms on their DPT Class page on myMU.

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 be familiar with the current Academic Integrity policy of the university. 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 Doctor of 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

Academic integrity is also paramount for practical examinations

When a student participates in a practical exam, taking the exam or as a simulated patient the student must not:

- Leave the practical and tell others in the class what happened in the practical.
- Wait outside the lab to take a practical, and ask other students what happened during their practical.
- Discuss 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 what occurred during the practical.

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 for which that course is a prerequisite until that course is repeated and a grade of at least B is achieved. Because DPT courses are offered once per year, the student may 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 academic or clinical 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.

3. Not all educational content is conducive to a virtual format. Most classes in the DPT curriculum are designed for face-to-face interaction. Therefore, requests for an option of a virtual class format are at the discretion of the individual faculty member based on the course content and instructional method utilized.

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.

An unsatisfactory Criminal Background Check, unsatisfactory Child Abuse History and/or an unsatisfactory drug screen may result in any of the following:

- inability to find or delay in finding a clinical placement
- dismissal from a clinical placement
- inability to obtain professional licensure
- legal ramifications
- inability to matriculate or continue in the Doctor of Physical Therapy program
- inability to meet requirements for graduation from the Doctor of Physical Therapy program

As a result, the student may not be able to complete the requirements of the physical therapy program, may not be eligible for licensure required for practice, and may be dismissed from the program.

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 MU DPT Lab classrooms, and in the Gross Anatomy Lab.

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.

DPT Course 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

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.

Equipment Maintenance

Maintaining laboratory and clinical equipment is a shared responsibility. Any faculty member or student who suspects that a piece of equipment is faulty should immediately take that item out of service and notify the Physical Therapy department. Equipment suspected of being faulty will not be returned to service until it has been inspected and repaired.

All equipment undergoes biomedical safety inspection and calibration annually and records of inspection are kept in the Physical Therapy office.

Examination Policy

1. During scheduled or unscheduled examinations in the Physical Therapy Department:

a. All academic integrity policies apply.

b. If book bags, purses, briefcases, etc. are brought into the examination room, students will place them in an area that is not near student seating.

c. 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.

d. Students will be randomly assigned to seats.

e. Students are not permitted to communicate in any way with any person other than a professor/proctor during the examination.

f. Students are not permitted to wear hats.

g. Students must remove all wearable technology with internet access.

h. The use of calculators in cell phones or tablets will not be permitted.

i. 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.

j. Students who do not comply with this policy will receive a zero for the exam.

2. Written Exam Performance

a. The expected score on exams and or quizzes may vary between courses and should be indicated on each course syllabus.

3. Exam Remediation

a. All students should complete the Exam/Quiz Review Template after each exam.

b. Any student who scores less than the expected score is required to meet with the course instructor and establish a study plan for the remainder of the course

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 first year student will receive the *Undergraduate DPT Student Handbook* which contains the essential functions.
3. Prior to beginning graduate Doctor of Physical Therapy courses, each student will be required to submit the 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 Health Clearance Form will not be permitted to enroll in Doctor of 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. 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.

See also College of Health Sciences & Education policy, available in the "Clinical Education" section of the College of Health Sciences & Education website College of Health Sciences and Education - Misericordia University

Lab & Clinical 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 may 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, American Physical Therapy Association- Pennsylvania (APTA PA) and district, APTA PA – 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 the *Physical Therapy and Rehabilitation 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.

Practical Examination Policy

In the Doctor of Physical Therapy program, practical examinations are one means the faculty can use to assess if a student can perform safely in a timely manner. Therefore, students are expected to complete practical examinations without extended time or reduced distraction, as these alter the fundamental nature of the practical examination.

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

Philosophy

The faculty of the Misericordia University Physical Therapy program expect students to behave in accordance with standards of the profession. These standards are outlined in the American Physical Therapy Association documents (*Professional Behaviors of the 21st Century*, *Core Values in Professionalism and the Code of Ethics and Guide for Professional Conduct*).

Our goal is to foster students' progress in their professional development as they enter and progress through the curriculum and then into clinical practice. This goal exists for compliance with program accreditation, assisting our clinical partners, as well as supporting employability of our graduates. We expect that all students will be successful in all parts of their education, including academic, behavioral and clinical. These professional expectations will apply for all University and/or programmatic events. Just as there are standards and protocols established for students who require remediation on academic issues, we have established a similar process for professional behavior (refer to professional development remediation process).

Professional Expectations	Definition	Sample Behaviors
Accountability / Responsibility	Accepts responsibility for actions, represents one's own and other's abilities honestly, is truthful and sincere, able to reflect on one's personal reactions to encounters with others, recognizes one's limits and seeks help, demonstrates willingness to discuss and confront problematic behavior in self and others.	● Present and punctual for all learning experiences ● Timely submissions of all required materials (including requirements for clinical placement) ● Reports absences via course expectations ● Adheres to professional standards of confidentiality ● Demonstrates professional integrity in all academic and clinical interactions ● Assesses own performance accurately; recognizes gaps in knowledge base. Identifies strengths and limitations in performance, including knowledge, skills and behaviors
Respect	Adheres to confidentiality and professional boundaries, works toward conflict resolution in a collegial manner, demonstrates consideration for the opinions and values of others, respects diversity	● Consistently treats others as unique and of value ● Maintains a productive relationship with the course instructor and classmates, contributes to a positive learning environment. ● Demonstrates sensitivity to patients and others: beliefs, opinions, gender, race,

		● Recognizes own biases and suspends judgmental thinking
Adaptability	Adjusts to changing environments, and displays willingness to learn and function in the face of uncertainties inherent in the academic and clinical environment, able to embrace ambiguity and generality.	● Accepts that there may be more than one answer to a problem ● Exhibits openness to contradictory ideas ● Utilize appropriate resources to optimize physical and mental health ● Demonstrates flexibility and understanding regarding scheduling of out- of- class activities and choices of clinical placements
Communication Management	Ability to convey information effectively for varied audiences and purposes (speaking, reading, writing, listening).	● Initiates effective communication timely and respectfully with the appropriate individual ● Demonstrate communications and mannerisms necessary for effective participation in academic and clinical activities ● Communication (verbally, nonverbally and in writing) is congruent with situational needs ● Maintains an open and constructive communication utilizing active listening skills ● Maintains privacy and confidentiality in all

		professional interactions
Professional Maturity	Appropriately confident yet humble, demonstrates appropriate demeanor, language and dress; accepts constructive feedback and applies in useful manner, is not hostile, disruptive, confrontational, aggressive or isolated. Demonstrates effective affective responses in all situations	● Demonstrates a positive attitude and motivation toward learning. ● Requests, accepts and utilizes feedback without defensiveness ● Acknowledges and accepts consequences of actions ● Recognizes and employs effective strategies to manage stress, and proactively make use of available resources to help maintain both physical and mental health. ● Understands and adheres to the current PT Code of Ethics and Core Values of the APTA and Misericordia University ● Dresses appropriately and projects a professional image ● Displays honesty and integrity at all times

Policy/Procedure:

Professional Behavior Remediation Process: This process does not have to be sequential. A student concern / infraction can enter the process wherever most appropriate.

A: Professional Behavior concerns may be reported by any faculty, staff, or student. Students with concerns regarding self or others, should bring it to the attention of any faculty member. Any professional behavior/ student concern identified or addressed by a faculty/staff member should be documented on the Professional Behaviors/ Student Concerns tracker for discussion at a faculty meeting.

- **Completion of Professional Behavior/Student Concern Tracker Form**
  (PT faculty can access this form in the PT Faculty Team Drive / Advising folder)

B: A Student Concern Meeting will be scheduled with the student and appropriate faculty member(s) in the event of recurrent infractions related to professional expectations. On occasion an isolated incident may be serious enough to warrant a meeting. A **Student Concern Meeting Report** will be completed by the faculty member(s) participating in the meeting. This report will identify the behavior(s) and suggest possible strategies/remediation in order to counsel the student toward behaviors consistent with professional standards. Options may include mentoring, referral, and/or an action plan.

- **Student Concern Meeting Report placed in student file**

C: If there are repeated or egregious professional behavior concerns, another meeting will be held with the student, the program chair and 2 faculty members. The Misericordia DPT Honor Council will receive de-identified details of the situation for input. The student may be placed on Professional Probation and be required to contribute to a **'Success Plan'** (aka Learning Contract). Professional probation is the period defined by the Success Plan, during which the strategies outlined for success are implemented. Any student who is placed on professional probation will be deemed ineligible (for the remainder of their time in the program) for any activity that requires the student to be in good standing (i.e. honors, awards, serving on committees).

- A Success Plan will address identified behaviors of concern and strategies for remediation. Possible remediation strategies of a Success Plan may include: mandatory community service, writing assignments, self-reflection, advising, or other stipulations aimed at promoting student success. The Success Plan will also define consequences in the event that the student does not meet the terms of the plan within the designated time frame.

- Professional probation is the period defined by the Success Plan, during which the strategies outlined for success are implemented. Probation will be lifted with appropriate completion of the Success Plan. If the terms of the Success Plan are not met, consequences may include curricular deceleration (modified program) and/or delayed clinical experience, and possible dismissal from the program.

- Implementation of Professional Probation / Success Plan

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. Unplug all hi-lo tables and make sure the electrical cord is resting on the table surface.
4. Wipe down any table or mat that was used during lab with a disinfectant wipe.
5. Place all linens that were used during lab in hamper.
6. Wipe pillow cases with a disinfectant wipe.
7. Any faculty member or student who suspects that a piece of equipment is faulty should immediately take that item out of service and notify the Physical Therapy department.

Physical Therapy Offices

The physical therapy offices are housed on the third floor of the PT/OT Building. Faculty members have regularly scheduled office hours for appointments. Their schedules are posted outside the offices.

PT Department Contact Information

Administrative Assistant:

Paige Cole	OPT 354	674-6226	pcole@misericordia.edu

Clinical Placement Specialist:

Stephanie Winsock	OPT 320	674-6465	swinsock@misericordia.edu

Department Chair:

Kristen Karnish	OPT 352	674-3325	kkarnish@misericordia.edu

Director of Clinical Education:

Nicole Evanosky	OPT 318	674-6757	nevanosky@misericordia.edu

Assistant Director of Clinical Education:

Heather Fritz	OPT 316	674-1498	hfritz@misericordia.edu

Faculty:

Laurie Brogan	OPT 310	674-1876	lbrogan@misericordia.edu
Alana Carusotto	OPT 304	674-6220	acarusotto@misericordia.edu
Melissa Cencetti	OPT 306	674-3321	mcencetti@misericordia.edu
Richard "Woody" Haydt	OPT 322	674-6421	rhaydt@misericordia.edu
Kelley Moran	OPT 326	674-6467	kmoran@misericordia.edu
Maureen "Mo" Pascal	OPT 356	674-6258	mpascal@misericordia.edu
Steven Pheasant	OPT 324	674-6765	spheasant@misericordia.edu
Maureen Rinehimer	OPT 358	674-6759	mrinehimer@misericordia.edu
Amy Tremback-Ball	OPT 308	674-6328	atball@misericordia.edu

Neuro Lab	OPT 340
Ortho Lab	OPT 330
PT ProBono Clinic	Anderson Center OPT Pediatric lab
Gross Anatomy Lab	HEN 115

Physical Therapy Graduation Awards

The **Susan P. Barker 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

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 faculty member or student who suspects that a piece of equipment is faulty should immediately take that item out of service and notify the Physical Therapy department.

3. All equipment must be kept in clean working order and stored appropriately when not in use.

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.

Student Service/IPE/Professional Activity Requirement Tracking

In accordance with the mission of Misericordia's DPT program and the American Physical Therapy Association (APTA), students in the DPT program are encouraged to participate in various service activities (including working with the PT Club and in the PT pro bono clinic), participate in Interprofessional Education (IPE) events and attend events sponsored or associated with the APTA. The DPT program's goal and expectation is for students to attend one IPE event, one APTA event and participate in university or community service each academic year while in the DPT program.
Students are responsible for tracking service/IPE/APTA event attendance. When performing MU related service activities students should complete service/IPE/APTA information form located in the cohort Blackboard page. *This does not include pro bono work required for class participation.* The department administrative assistant will compile event participation for the program's assessment process.

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 from DPT Program

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.

Graduate DPT Course Sequence (Rev Jan. 2024)

Year One

Spring (16 credits)

DPT 801 Applied Physiology	(4 credits)
DPT 803 Human Anatomy 1	(4 credits)
DPT 806 Academic Strategies in PT	(1 credit)
DPT 807 Movement Science 1	(4 credits)
DPT 811 PT Clinical Skills 1	(2 credits)
DPT 819 Professional Issues 1	(1 credit)

Summer (12 credits)

DPT 805 Medical Conditions 1	(3 credits)
DPT 813 Evidence Based Practice 1	(3 credits)
DPT 817 Movement Science 2	(3 credits)
DPT 829 Professional Issues 2	(2 credits)
DPT 737 Integrated Clinical Experience 1	(1 credit)

Fall (18 credits)

DPT 815 Medical Conditions 2	(3 credits)
DPT 821 PT Clinical Skills 2	(2 credits)
DPT 823 Evidence Based Practice 2	(2 credits)
DPT 839 Professional Issues 3	(1 credit)
DPT 851 Musculoskeletal PT 1	(5 credits)
DPT 853 Cardiovascular & Pulmonary PT	(4 credits)

DPT 747 Integrated Clinical Experience 2 (1 credit)

Year Two

Spring (16-18 credits)

DPT 809 Human Anatomy 2 (2 credits)
DPT 826 Patient/Client Management 1 (4 credits)
DPT 855 Musculoskeletal PT 2 (4 credits)
DPT 857 Neuromuscular PT 1 (5 credits)
DPT 880 PT Elective (1 credit each; 2 credits required)*
DPT 767 Integrated Clinical Experience 3 (1 credit)

Summer (10 credits)

DPT 837 Clinical Education 1 (10 credits)
12 weeks full-time

Fall (16 credits)

6 weeks:
DPT 833 Evidence Based Practice 3 (2 credits)
DPT 802 Prosthetics & Orthotics in PT (1 credit)
DPT 808 Complementary & Alternative PT (1 credit)
DPT 858 Neuromuscular PT 2 (2 credits)

10 weeks:
DPT 847 Clinical Education 2 (8 credits)
10 weeks full-time
DPT 849 Professional Issues 4 (2 credits)
Online

Year Three

Spring (17-19 credits)

DPT 843 Evidence Based Practice 4 (4 credits)
DPT 859 Professional Issues 5 (3 credits)
DPT 860 Neuromuscular PT 3 (2 credits)
DPT 868 Patient Client Management 2 (4 credits)
DPT 864 Pediatric PT (2 credits)
DPT 861 Integumentary PT (2 credits)
DPT 880 PT Elective (1 credit each; 2 credits required)*

Fall (14 credits)

DPT 867 Clinical Education 3 (10 credits)
12 weeks full-time

6 weeks:
DPT 869 Professional Issues 6 (2 credits)

DPT 879 Doctoral Seminar (2 credits)

CLINICAL EDUCATION POLICIES

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.

Requirements for Advancement to Clinical Education Experiences

Students must successfully complete all academic and clinical courses preceding the first full-time clinical education experience to participate in the scheduled experience, and must successfully complete all sections of integrated practical examinations.

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.

Skills Required to Enter First Full-Time Clinical Education

Prior to participating in full-time clinical education, students must successfully complete all required coursework and must demonstrate competency in the following skills by successfully completing all sections of integrated practical examinations.

1. Recognize and appropriately react to changes in patient/client status and maintain a safe environment for self, patients, clients, and others when evaluating and treating patients.
2. Communicate effectively, respectfully and compassionately with patients, clients, peers, faculty, health care professionals and community.

3. Select and effectively perform appropriate examination procedures.
4. Accurately interpret results of examination procedures.
5. Determine appropriate course of action based on patient/client signs and symptoms.
6. Develop a plan of care based on the results of examination.
7. Select and safely perform appropriate interventions.
8. Participate in self-assessment and receive constructive feedback appropriately.

Evaluation of Clinical Education Courses

Part-Time Integrated Clinical Experiences

Evaluation is based on the course requirements listed in the course syllabus. Submission of all forms and assignments is required before a student is evaluated.

The integrated clinical experiences are graded as being either satisfactory (S) or unsatisfactory (U) based on completion of required assignments and minimal acceptable performance on the 'Traits Assessment Report' (**Minimum Level of Competency ≥ 40 on Traits Assessment). The determination of grades is made by the Director of Clinical Education based on recommendations of the clinical instructor(s).**

Full Time Clinical Experiences

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.

Evaluation is based on the course requirements listed in the course syllabus. Submission of all forms and assignments is required before a student is evaluated.

1. Students are formally evaluated by the CI/SCCE at the mid- and end-point of the clinical experience via the PTCPIWeb. Ongoing evaluation of the student by CIs is encouraged through the Weekly Journal. CI's/SCCE's may utilize the CPIs 'Critical Incident' Reports and 'Significant Concerns' option to document areas where the student requires additional learning experiences.
2. At the end of the clinical education experience **Successful/Unsuccessful grades are assigned by the DCE**. It is expected that student performance progresses along the

continuum from Beginner performance to Entry-level or beyond performance by the final clinical experiences. Grades will be determined based on several factors:

- A review of the completed CPI of both student and CI evaluations of student performance.
- A review at the end of the clinical experience demonstrating achievement of Program expectations specific to the clinical experience.
- Where utilized, consideration of 'Significant Concerns' and 'Critical Incident Reports' and subsequent student performance.
- A review of the student feedback on the clinical experience.
- Written documentation from the CI and SCCE, as available.
- Additional verbal or written information from the CI and student, from on-site meetings or telephone conversations, as offered or requested.
- Completion and timely submission of assignments as required by the academic Program.

3. A "Successful" grade for the clinical education experience is earned if **all** of the following occur:
    a. All required assignments are submitted as outlined in Blackboard.
    b. Student achieves the cognitive, psychomotor, and affective goals and objectives set forth in the syllabus.
    c. Student demonstrates clinical performance appropriate to the clinical setting and level of educational preparation as documented by the CPI.
    d. No documentation of "Significant Concerns" or "Critical Incidents" for the final evaluation of the clinical experience.
4. An "Unsuccessful" grade for the clinical education experience is earned if **one or more** of the following occur:
    a. Student does not achieve the cognitive, psychomotor, and affective goals and objectives set forth in the syllabus for the clinical experience, by demonstrating
        i. inconsistent or poor professional behavior including:
            - communication skills
            - accountability
            - lack of initiative
            - illegal or unethical behavior in relation to the clinical experience,
        ii. inconsistent or poor patient management knowledge and skills including:
            - repeated lack of safety awareness
            - inconsistent or ineffective clinical decision-making
            - little to no improvement in clinical knowledge and skills from the mid-term to final assessment of the clinical experience
    a. Evidence of repeated performance deficits documented through "Significant Concerns," "Critical Incident Reports," or CI/SCCE report of deficient performance, with or without a documented Success Plan, regardless of CPI ratings.
    b. Student fails to address performance deficits by achieving target goals and objectives of an individualized Success Plan by the end of the scheduled clinical experience.
    c. The site requests termination of the clinical placement prior to the scheduled ending date due to documented performance deficits.

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 success plan will be used to specify the conditions of the make-up opportunity.
- If the student successfully meets the criteria as outlined in the success plan for DPT 837 Clinical Education 1 make-up opportunity, DPT 847 Clinical Education 2 will be rescheduled for the Summer III semester. This is provided that the student meets the academic requirements for all other course work. DPT 867 Clinical Education 3 will remain during the Fall III semester. *The timing of rescheduled course(s) will depend on availability of a suitable placement.*
- If the student fails to meet the criteria as outlined in the success plan 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 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.
- Success plan will be used to specify the conditions of the make-up opportunity.
- If the student successfully meets the criteria as outlined in the success plan for DPT

847 Clinical Education 2 during the make-up opportunity, DPT 867 Clinical Education 3 will then remain as scheduled in Fall III semester. *The timing of rescheduled course(s) will depend on availability of a suitable placement.*

- If the student fails to meet the criteria as outlined in the success plan 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 867 Clinical Education 3

DPT 867 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 867 Clinical Education 3, the student will be dismissed from the professional program.

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.

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 SCCE 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.

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
6. Proof of COVID-19 vaccination (if required by clinical site)

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 Screening
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
15. COVID-19 vaccination (if required by clinical site)

The Physical Therapy Department does not maintain student health records. Such information is collected and maintained by Exxat. Exxat 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, which may include additional immunizations. Exxatt 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, Exxat 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. 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 Exxat.

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/physical-therapy.

Clinical Incident Report

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.

See also College of Health Sciences & Education policy, available in the "Clinical Education" section of the College of Health Sciences & Education website College of Health Sciences and Education - Misericordia University

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 the Director of Clinical Education or Assistant Director of Clinical Education, 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 Exxat.

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 Exxat.

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.

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 Exxat. 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 & Education policy, available in the "Clinical Education" section of the College of Health Sciences & Education website College of Health Sciences and Education - Misericordia University

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 Assured Partners, LLC. 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 course activities as a physical therapy student. There is a very small risk that students could be injured when in the role of patient simulators. Faculty members are licensed physical therapists and will monitor student actions during class. 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 867) 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.

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. A Clinical Site might not permit the student to return to the clinical experience.

If a student leaves the clinical site, during normal working hours, without permission of the DCE or Clinical Site, 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. In these circumstances, further communication will be between the student and DCE, not between the student and the Clinical Site.

Selection of Sites for Clinical Education Experiences

Part Time Integrated Clinical Experiences

Students will be randomly assigned to three different Integrated Clinical Experiences during scheduled times designated throughout semester's 2, 3 and 4.

Full Time Clinical Experiences

The site selection for Clinical Education Experience 1 and 2 will occur during the first fall semester. The site selection for Clinical Education Experiences 3 will occur during the second fall semester. Students will be able to select preferred clinical sites for each clinical experience. This is done in an electronic format utilizing the clinical placement software used by the department. The details surrounding this process will be explained in face-to-face encounters prior to site selection.

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.

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. The student is responsible for reviewing this database and making preliminary decisions for site preferences. 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 the Director of Clinical Education to arrange for an alternate site as late as a few days prior to the start of the clinical education experience.

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 Exxat 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. The Director of Clinical Education may confirm student academic and clinical performance that was previously observed.

Telephone or E-mail Contact

The student or Site Coordinator of Clinical Education (SCCE) 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 Biehl, PT, DPT
  Assistant Director of Clinical Education
  - (570) 674-1498
  -
  - hbiehl@misericordia.edu

- Stephanie Winsock
  Clinical Education Department Contact
  - (570) 674-6465

- swinsock@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 Biehl, PT, DPT
Assistant Director of Clinical Education
(570) 407-1182

In the event that they cannot be reached, Kristen Karnish, PT, DEd, the Department Chair, may be contacted at (570) 674-3325 or e-mail: kkarnish@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. In addition, students with family members or close personal relationships with employees from a facility or organization may not be allowed to participate in a clinical placement. Conversations with the DCE(s) must occur to determine the nature of the relationship and the potential impact on clinical placement. Decisions regarding clinical placement will be made at the discretion of the DCE(s)

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.