CLINICAL EDUCATION MANUAL

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This manual consists of documents designed to explain policies, procedures, obligations, and principles relative to clinical education for the students enrolled in the Doctor of Physical Therapy Program at The University of Iowa.

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DEFINITIONS – The following definitions are introduced to clarify terms used in this manual.

Clinical Education: That portion of a physical therapy program that is conducted in the health care environment rather than in the academic environment.

Clinical Education Experiences: That aspect of the curriculum in which students’ learning occurs directly as a function of being immersed within physical therapy practice. These experiences comprise all of the formal and practical “real-life” learning experiences provided for students to apply classroom knowledge, skills, and professional behaviors in the clinical environment. The experiences would be further described by those of short and long duration (e.g., part-time and full-time experiences)...to include comprehensive care of patients/clients across the life span and related activities. A clinical education experience that occurs at any point during the curriculum other than at the end of the curriculum such that didactic content occurs before and after the experience is referred to as an integrated clinical education experience. A terminal clinical education experience is defined as an experience that occurs at or near the end of curriculum. The University of Iowa’s terminal experiences consist of 27 weeks divided among three sites.

Clinical Education Site: The physical therapy practice environment in which clinical education occurs; that aspect of the clinical education experience that is managed and delivered exclusively within the physical therapy practice environment (also: clinical facility, clinical site, clinical center).

Clinical Instructor (CI): Individual(s) at the clinical site who directly instructs and supervises students during their clinical learning experiences. These individuals are responsible for facilitating clinical learning experiences and assessing students’ performance in cognitive, psychomotor and affective domains as related to entry-level clinical practice and academic and clinical performance expectations.

Academic Coordinators of Clinical Education (ACCE): The individuals employed by The University of Iowa who are responsible for managing and coordinating the clinical education program at the academic institution, including facilitating clinical site and clinical faculty development. The ACCE is also responsible for coordinating student placements, communicating with clinical educators about the academic program and student performance, and maintaining current information to clinical sites.

Center Coordinator of Clinical Education (CCCE): Individual who administers, manages and coordinates CI assignments and learning activities for students during their clinical education experiences. In addition this person determines the readiness of persons to serve as CIs for students, supervises CIs in the delivery of clinical education experiences, communicates with the academic program regarding student performance, and provides essential information about the clinical education program to physical therapy programs.

Clinical Education Agreement: A legal contract that is negotiated between academic institutions and clinical sites specifying party’s roles, responsibilities, and liabilities relative to student clinical education.

Didactic Education: That part of the educational process which occurs in the classroom and emphasizes skills and theoretical concepts to be put into practice in the clinical education phase.

DPT PROGRAM MISSION AND VISION STATEMENTS

The faculty of The University of Iowa Department of Physical Therapy & Rehabilitation Sciences unanimously supports the following mission and vision statements regarding the education of the entry-level physical therapy student:

Mission Statement

The mission of the Department of Physical Therapy and Rehabilitation Sciences is to advance the health of humankind by:
1) excellence in education,
2) discovering new knowledge, and
3) developing leaders in healthcare and science.

Approved 1/29/2007

Vision Statement

The vision of the Department of Physical Therapy and Rehabilitation Sciences is to be the recognized leader in clinical practice, research, and education.

Approved 1/29/2007

Accreditation

The Doctor of Physical Therapy Program at the University of Iowa is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, Virginia 22314; telephone: (703)706-3245; email: accreditation@apta.org; http://www.capteonline.org.
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DPT COURSE OF STUDY

Note: The following course descriptions can also be found on the website of the Department of Physical Therapy & Rehabilitation Science:  http://www.medicine.uiowa.edu/pt/dptcurriculum/

Summer Session 1

PTRS:5101 Introduction to Physical Therapy Practice (2 s.h.)
Lectures, case presentations, and group activities using the Guide to Physical Therapist Practice; elements of the patient/client management model, concepts of the disablement model, preferred practice patterns as applied in clinical problems; importance of professionalism, professional socialization, introduction to evidence-based practice; competence in medical terminology.

PTRS:5102 Principles of Physical Therapy I (2 s.h.)
Patient management skills: documentation, basic assessment, pre-ambulatory activities, joint range-of-motion, strength assessment, patient transfers, gait assessment, gait training, negotiating architectural barriers.

PTRS:5205 Health Promotion and Wellness (3 s.h.)
Overview of health promotion, fitness, and wellness strategies, with background information on applied physiology (energy metabolism and physiological responses to exercise), exercise testing and training guidelines, body composition assessment, diet, body weight management; laboratories, development of individual weight management and exercise training programs.

Semester 1 (Fall)

ACB:5108 Human Anatomy (5 s.h.)
Regional dissection, lectures, demonstrations, with emphasis on areas important to physical therapists.

PATH:8133 Intro to Human Pathology (4 s.h.)
Human disease; basic disease processes, organ-related and multisystem diseases; case analysis.

PTRS:5100 Professional Issues & Ethics (1 s.h.)
Evolution of physical therapy as a profession; contemporary issues in education and practice; ethical theory and approaches to analyzing and acting on ethical problems; professional and peer relationships; professional behaviors.

PTRS:5103 Principles of Physical Therapy II (2 s.h.)
Continuation of 101:141 (Principles of Physical Therapy I). Expands on previously learned skills, as well as new learning experiences. These new learning areas include documentation, assessment of joint range of motion/goniometry, manual muscle testing, pre-ambulatory intervention strategies, postural assessment, gait analysis, and the ability to perform a musculoskeletal, neuromuscular, and integumentary systems review.

PTRS:5144 Inter-professional Education I: Team Based Approach to Healthcare (1 s.h.)
Development and interaction within small group of interprofessional students from physical therapy, medicine, pharmacy, dentistry, nursing, and public health; deans and faculty from each college facilitate; three-hour initial session for all disciplines followed by informal monthly electronic scenarios, second formal meeting followed by informal monthly electronic discussions.
**PTRS:5209 Surface Anatomy (1 s.h.)**
Laboratory teaching activities designated to parallel the human anatomy course and with the goal of developing observation, palpation, and problem solving skills. Upper and lower limb, head and neck, thorax, and abdomen are areas studied.

**PTRS:5210 Kinesiology & Pathomechanics (4 s.h.)**
Investigating normal and pathological movement based on understanding of muscle mechanics, segment and joint mechanics, muscle function; instructor- and student-centered learning experiences; EMG laboratories.

**PTRS:5235 Case-Based Learning I (1 s.h.)**
First in a two-course series involving small-group seminars and simulated patient-instructor clinical assessment labs. Small group consists of six students and one faculty facilitator. Two clinical cases are presented per semester with four two-hour seminars and one simulated patient instructor experience per case. Clinical problems are coordinated with concurrent courses being taken within the curriculum. A student-center/problem-based learning format is used with emphasis on evidence-based practice objectives.

**PTRS:5790 Integrated Clinical Education in Physical Therapy I (1 s.h.)**
Integrated clinical experiences in area physical therapy clinics. Multiple one-half or full-day experiences provide an overview of the diverse nature of practice. Students begin to develop basic skills in examination, intervention, and documentation.

**Semester 2 (Spring)**

**ACB:6252 Functional Neuroanatomy (4 s.h.)**
Basic principles of neuroanatomy and neurophysiology; emphasis on human central nervous system; laboratory emphasis on anatomical study of spinal cord and brain.

**PTRS:5131 Therapeutic Physical Agents (2 s.h.)**
This course studies theoretical and practical applications for safe, effective use of physical agents (superficial and deep heat, cold, hydrotherapy, ultraviolet light) and electrotherapeutic modalities (biofeedback, NMES). Students examine basic science mechanisms of pain, pain assessment and pain management, and massage and soft tissue mobilization. Emphasis is on problem solving and clinical decision making.

**PTRS:5201 Musculoskeletal Therapeutics I (3 s.h.)**
Students study musculoskeletal techniques and biomechanical principles applied to assessment and evaluation of common orthopedic problems. The course includes problem solving and case-study approach to clinical methods and skill acquisition.

**PTRS:5791 Integrated Clinical Education in Physical Therapy II (1 s.h.)**
Integrated clinical experiences in area physical therapy clinics. Multiple one-half-day experiences provide an overview of the diverse nature of practice. Students begin to develop basic skills in examination, intervention, and documentation.

**PTRS:5215 Applied Clinical Medicine (2 s.h.)**
Pathological disorders frequently encountered by physical therapists in clinical practice, addressed by physicians and health professionals who are not physical therapists; physical therapy management.

**PTRS:5206 Cardiopulmonary Therapeutics (3 s.h.)**
Cardiorespiratory anatomy, physiology, and application of basic concepts, techniques in management of patients with acute and chronic cardiac, pulmonary disorders; laboratories.
**Active vignettes, patients.**

**Session I (Spring)**

**PTRS:5236 Case-Based Learning II (1 s.h.)**
Second in a two course series involving small group seminars and patient simulated clinical assessment labs. Small groups consist of six students per group and one faculty facilitator. Two clinical cases are presented per semester with four two-hour seminars and one simulated patient instructor experience per case. Clinical problems are coordinated with concurrent courses being taken within the curriculum. A student-centered/problem-based learning format is used with emphasis on evidence-based practice objectives.

**Summer Session 2**

**PTRS:6120 Physical Therapy Management & Administration I (2 s.h.)**
The main topics of this course include the changing U.S. health care system, access to physical therapy services, reimbursement to health care providers, and mechanisms for controlling costs while providing quality care. Clinical vignettes, lecturers, and small group problem solving are utilized.

**PTRS:6143 Selected Topics in Physical Therapy Practice (2 s.h.)**
Specialty topics in physical therapy, geriatrics, wheelchair seating/positioning, women’s health, home health, industrial physical therapy; alternative or new treatments; guest lectures, lab component.

**PTRS:6176 Pharmacology for Physical Therapists (3 s.h.)**
This course surveys contemporary pharmacology, including an overview of basic pharmokinetic and pharmacodynamic principles with special emphasis on the relation of drug therapy to therapeutic interventions provided by physical therapists. Student participation involves small group clinical case presentations.

**PTRS:6793 Integrated Clinical Education in Physical Therapy III (3 s.h.)**
Six-week full-time clinical education experience with focus on acute, skilled, long term, or geriatric care in a general hospital, skilled nursing facility, long term care center, or home health setting; development of competence in independent examination, evaluation and treatment of patients under supervision of clinical faculty.

**Semester 3 (Fall)**

**PTRS:6122 Psychosocial Aspects of Patient Care (1 s.h.)**
Emotional reactions to disability, psychosocial aspects of disability as they relate to patient-physical therapist interaction; specific problems of the angry, non-compliant, or chronic pain patient; complementary roles of other health professionals; cultural competence applied to one’s own professional behavior and in patient treatment; importance of holistic health care.

**PTRS:6134 Physical Therapy Management of the Integumentary System (2 s.h.)**
This course will focus on physical therapy examination of and intervention for the integumentary system. The theoretical and practical applications for safe and effective use of physical agents, electrotherapeutic modalities, and wound dressings and other appliances, utilized in the practice of Physical Therapy will be addressed. Course lectures will include the physical principles, the biophysical effects, clinical applications, indications and the contraindications of each intervention. The inflammatory process, types and classification of wounds, and patient education and prevention will be included. Emphasis will be placed on the development of clinical decision-making and problem solving. Student participation in laboratory sessions will lead to the desired outcome of safe, effective, and efficient application of physical agents to physical therapy patients.

**PTRS:6145 Inter-professional Education II: Teaching Neural & Musculoskeletal Evaluation Principles (1 s.h.)**
Active involvement in integrating anatomy, kinesiology, and movement control principles as applied to a select group of pathologies with the goal of being able to teach content area; preassigned student group leaders; emphasis on student as active learner; opportunity to teach academic areas previously studied in first and second years of curriculum; may include teaching several of these musculoskeletal principles in a first-year medical student anatomy course.

**PTRS:6170 Management of People with Prosthetic and Orthotic Needs (2 s.h.)**
Physical Therapy management and assessment of patients in need of prosthetic and orthotic devices; principles and components of prosthetic and orthotic design and use.
PTRS:6200 Pediatric Physical Therapy (2 s.h.)
Preparation for physical therapy practice in pediatric settings using interdisciplinary family-centered practice; normal and abnormal development, standardized assessment, service-delivery settings, interventions, management strategies specific to pediatrics.

PTRS:6202 Musculoskeletal Therapeutics II (3 s.h.)
Pathology, assessment, management of orthopedic disorders of the upper quarter; problem-solving approach to evaluation and management of patients with musculoskeletal conditions.

PTRS:6224 Activity Based Neural and Musculoskeletal Plasticity in Healthcare (4 s.h.)
Sensorimotor mechanisms involved with normal and abnormal neuromuscular systems function; skeletal muscle properties/plasticity, muscle fatigue, neural mechanisms of muscle strengthening, spinal circuitry, simple and complex reflexes, spasticity, rigidity, posture control/balance, motor learning, applied neurological assessment of pathological conditions, such as stroke, SCI.

PTRS:6237 Service Learning I (1 s.h.)
This course is the first in a two-course series on service learning. During these courses, the students will identify community needs, develop a service-learning project in conjunction with a community partner, and carry out the project. Ideas related to social responsibility, advocacy, and professionalism are explored through classroom activities, reflective journaling, and readings.

PTRS:6250 Research in Physical Therapy (2 s.h.)
Topics relevant to evidence-based practice and research design. Students will learn to identify appropriate questions for research and clinical applications, efficiently locate and evaluate available evidence on a focused topic, identify critical issues affecting the validity of various research designs, and interpret basic statistical analyses.

Semester 4 (Spring)

PTRS:6121 Physical Therapy Management & Administration II (1 s.h.)
Topics studied are principles of management in physical therapy practice, historical perspective and current health care environment, business principles, marketing, managing risk, medical legal aspects, and preparing for the future.

PTRS:6133 Pain Mechanisms & Treatment (2 s.h.)
This course will address the theoretical models for understanding the basis for pain. Pain assessment and physical therapy pain management will be addressed. Emphasis will be placed on the development of clinical decision-making and problem solving. Instructional methods include: lectures, case studies, independent assignments, and group discussions.

PTRS:6204 Progressive Functional Exercise (2 s.h.)
Therapeutic exercise options (e.g., isometrics, isotonics, isokinetics, plyometrics, endurance exercises, stretching exercises) and training principles; application to functional activities, including those of daily living, work, recreation, and sport; laboratory component.

PTRS:6172 Radiology/Imaging for Physical Therapists (2 s.h.)
The study of principles, procedures and interpretation of selected diagnostic imaging techniques with primary emphasis on plain film radiology, myelograms, CT scans and medical resonance imaging. A lecture laboratory format will be used. Student participation will also include small group clinical case presentations.

PTRS:6173 Differential Diagnosis in Physical Therapy (2 s.h.)
This course will emphasize the use of physical therapy examination and evaluation skills to diagnose physical therapy problems. The focus will be on the use of good clinical decision making skills when analyzing a patient’s history and administering physical therapy tests and measures in order to confirm or rule out differential diagnoses.
PTRS:6792 Integrated Clinical Education in Physical Therapy IV (1 s.h.)
Two-week, full-time clinical experience in January in physical therapy clinics in Iowa, under the guidance of physical therapists. It covers theory and practice of physical therapy procedures and competence building in basic skills.

PTRS:6203 Musculoskeletal Therapeutics III (3 s.h.)
Pathology, assessment, management of orthopedic disorders of the lower quarter; problem-solving approach to evaluation and management of patients with musculoskeletal conditions.

PTRS:6225 Neuromuscular Therapeutics II (3 s.h.)
This course studies techniques used in evaluation and treatment of persons with nervous system dysfunction. It also covers methods of identifying and scientific rationale for abnormal sensorimotor activity and movement, and normal and abnormal motor development. Students learn techniques used to provide comprehensive institutional and home rehabilitation programs for conditions such as stroke, traumatic brain injury, multiple sclerosis, Parkinson’s disease, cerebral palsy, vestibular disorders, and spinal cord injury.

PTRS:6238 Service Learning II (1 s.h.)
This course is second in a two-course series on service-learning. During these courses, the student will identify community needs, develop a service-learning project in conjunction with a community partner, and carry out the project. Ideas related to social responsibility, advocacy and professionalism are explored through classroom activities, reflective journaling, and readings.

PTRS:6251 Critical Inquiry in Physical Therapy I (1 s.h.)
Experience conducting group research projects under faculty supervision; data collection and analysis, manuscript preparation, oral defense of research findings during a formal poster presentation.

Summer Session 3

PTRS:6794 Terminal Clinical Education in Physical Therapy I (4 s.h.)
This course is full-time clinical education. It involves development of competence in independent examination and treatment of patients under supervision of clinical faculty.

Fall Semester 5

PTRS:6795 Terminal Clinical Education in Physical Therapy II (4 s.h.)
Full-time clinical education divided among varied settings; development of competence in independent examination, evaluation and treatment of patients under supervision of clinical faculty.

PTRS:6796 Terminal Clinical Education in Physical Therapy III (4 s.h.)
Full-time clinical education divided among varied settings; development of competence in independent examination, evaluation and treatment of patients under supervision of clinical faculty.

PTRS:6252 Critical Inquiry in Physical Therapy II (1 s.h.)
Principles and procedures learned in PTRS:6250 and PTRS:6251 applied to a clinical setting; students write and present a case report with an evidence-based practice focus, using a clinical case from their final internships.
Integrated Clinical Education in PT I
PTRS: 5790
Fall 2016

Course Director:
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Course Description:
These part-time integrated clinical experiences are scheduled five times a semester to allow the student an opportunity to work with a PT and begin to practice new skills.

Course Website: The course site can be accessed using the University course management ICON at https://icon.uiowa.edu. You will need your HAWK ID and password to log-in.

Course Hours:
01 semester hour

Course Time and Location:
Five Friday mornings scheduled during the semester. Each session is approximately four hours in duration.

Prerequisites:
Enrolled in the Department of Physical Therapy & Rehabilitation Science.

Course Objectives:
Following this course, students will be able to:
1. Recognize the variety of settings in which physical therapists practice and the role(s) of the therapist through observation and discussion.
2. Describe their observations of a variety of patient evaluations and treatments by an experienced physical therapist.
3. Develop verbal and nonverbal communication skills that foster trust with patients and clinic staff.
4. Demonstrate professional behaviors in all interactions with patients, clients, families, caregivers, other health care providers, and CI.
5. Adhere to legal practice standards and institutional regulations related to patient or client care and to fiscal management.
**Learning Objectives:**
Throughout this course, students will learn to:
1. Demonstrate patient handling skills such as transferring and positioning.
2. Perform examination and intervention procedures within individual capabilities with special emphasis on history taking, goniometry, manual muscle testing, and therapeutic exercise.
3. Demonstrate a familiarity with the patient medical record as it is pertinent to physical therapy.
4. Write clinical notes in a physical therapy setting with supervision.

**Required and Recommended Course Materials:**
None

**Instructional Methods and Learning Experiences:**
Each student is assigned five clinical experiences in the first semester. The clinics are located within 45 minutes of the Iowa City area.

In general, the clinicals will start around 8:00am and end around noon. These times are at the discretion of the specific clinic and/or clinical instructor and may vary slightly from clinic to clinic. Dress code for these experiences varies between facilities as well. In general, it is business casual with your lab coat and nametag. **Refer to specifics on the clinic information sheet for each clinic for the recommended dress code and arrival times. You are responsible for knowing this information!**

**Student Evaluation/Grading:**
This course is graded on a Satisfactory/Unsatisfactory scale. The following tasks are required to receive a passing grade:

A satisfactory grade will be assigned based upon the following criteria:
1. Attendance at all scheduled clinical experiences
2. Submittal of the feedback form from the clinical instructor following each experience.
3. Submittal of 3 clinical notes as described below.

You will be required to write 3 clinical notes over the course of the semester. Failure to turn in the required assignments will result in an Unsatisfactory grade in the course. Please try to make at least two of the notes an initial examination, although this may not always be possible due to patient caseload. Approximate due dates of notes:
#1: October 1
#2: November 2
#3: December 16

In addition to the above assignment, you will need to have your clinical instructor fill out a short questionnaire following each experience. These will be **due on the Tuesday following your clinical experience.** You may place them in my mailbox in the copy room.

If at any time during the semester you have a problem or a concern about your clinical rotations, please contact Marcie or Kelly. These experiences are intended to provide exposure to a variety of clinical settings and to begin to practice skills you have learned in the classroom.
Attendance:
Attendance at the scheduled clinical experiences is required as long as you are in good health.
If you are unable to attend a scheduled clinical due to an illness or emergency, you must call the PT Program at 335-9791 prior to the scheduled start of the clinic and we will contact the clinic.

Professional Behaviors:
Professional behaviors are behaviors, attributes, or characteristics that are not explicitly part of a profession's core knowledge and technical skills but are nevertheless required for success in that profession. Professional behaviors, which define expected behavior within a given profession, serve as the foundation for ability-based learning. (http://www.marquette.edu/physical-therapy/documents/ProfessionalBehaviors.pdf). Students are evaluated by faculty each semester regarding their professional behaviors. The 10 abilities and definitions are listed below:

1. **Critical Thinking** - The ability to question logically; identify, generate and evaluate elements of logical argument; recognize and differentiate facts, appropriate or faulty inferences, and assumptions; and distinguish relevant from irrelevant information. The ability to appropriately utilize, analyze, and critically evaluate scientific evidence to develop a logical argument, and to identify and determine the impact of bias on the decision making process.
2. **Communication** - The ability to communicate effectively (i.e. verbal, non-verbal, reading, writing, and listening) for varied audiences and purposes.
3. **Problem Solving** – The ability to recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes.
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6. **Professionalism** – The ability to exhibit appropriate professional conduct and to represent the profession effectively while promoting the growth/development of the Physical Therapy profession.
7. **Use of Constructive Feedback** – The ability to seek out and identify quality sources of feedback, reflect on and integrate the feedback, and provide meaningful feedback to others.
8. **Effective Use of Time and Resources** – The ability to manage time and resources effectively to obtain the maximum possible benefit.
9. **Stress Management** – The ability to identify sources of stress and to develop and implement effective coping behaviors; this applies for interactions for: self, patient/clients and their families, members of the health care team and in work/life scenarios.
10. **Commitment to Learning** – The ability to self-direct learning to include the identification of needs and sources of learning; and to continually seek and apply new knowledge, behaviors, and skills.
Course Standards and Policies:

Administration

This course adheres to the Department of Physical Therapy and Rehabilitation Sciences Policy Manual. Please refer to this document for details on important classroom policies and procedures such as review and promotion, academic dishonesty, disciplinary action, student mistreatment, emergency procedures, etc. (http://www.medicine.uiowa.edu/pt/currentdpts/). In addition, the Rules and Regulations of the Graduate College apply to all students in the Physical Therapy and Rehabilitation Science Graduate Program. These rules and regulations are published in the University’s General Catalog and a manual is available online at: http://www.grad.uiowa.edu/graduate-college-manual.

Course Evaluation:

We ask every student to provide their anonymous evaluation of the course and course instructor(s) so that we can continuously monitor and improve our educational program. Our department policy requests all instructors provide 15 – 20 minutes of class time during the final week of class (prior to finals week) for students to complete the online ACE evaluations. These responses are then tabulated and provided to the Instructor(s) and Department Executive Officer after grades have been submitted. Your honest feedback is earnestly considered and is critical to the continued success of our program.

Electronic Communication

University policy specifies that students are responsible for all official correspondences sent to their standard University of Iowa e-mail address (@uiowa.edu). Students should check this account frequently.

Electronic Technologies in the Classroom:

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Accommodations for Disabilities

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Academic Fraud

Plagiarism and any other activities when students present work that is not their own (cheating) are academic fraud. Example of academic fraud include:

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7. Correlate the biological, anatomical or physiological theories to the application of selected physical therapy interventions.
8. Develop insight into the daily routines of a physical therapy department.
9. Compose accurate and complete initial examination and daily progress documentation.
10. Evaluate his/her clinical experiences.
11. Accept the evaluation of his/her clinical performance as provided by the clinical instructor(s).
12. Demonstrate the seven core values of professionalism in all of his or her interactions in the clinic.

**Required and Recommended Course Materials:**
None

**Instructional Methods and Learning Experiences:**
Learning experiences will include observation and assisted practice in a clinical environment with qualified physical therapists serving as student supervisors. Each student will also be responsible to have the clinical instructor provide feedback on an evaluation form provided to the student.

Information regarding the clinical sites, including addresses, dress codes, hours, etc, can be found on ICON in the PTRS:5791 course. Students should plan to bring their lunches to the clinic on the days of their rotations.

**Student Evaluation/Grading:**
Grades will be on a Satisfactory/Unsatisfactory basis.

1) The student is responsible to turn in a clinical note for each of their clinical rotations. An attempt should be made to make at least 2 of the notes initial evaluations. The remainder of the notes could be initial evaluations, daily progress notes, or discharge notes. Please review your note writing information from Principles of PT II.

2) The student is required to have their CI fill out an evaluation of their performance as well.

**Notes and evaluations are due on the Monday following your clinical experience and should be placed in Kelly's mailbox.** Failure to turn in notes or evaluations could jeopardize your passing grade.

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Integrated Clinical Education in PT III
PTRS:6793
Summer 2017

Course Directors:
Kelly J. Sass, MPT  Marcie Becker
Associate & ACCE  Associate & ACCE
Office: 1-241 MEB  Office: 1-240 MEB
Phone: 319-335-9798  Phone: 319-335-8552
E-mail: kelly-sass@uiowa.edu  Email: marcie-becker@uiowa.edu
Office hours: by appointment  Office hours: by appointment

Course Description:
Six-week full-time clinical education experience with a focus on acute, skilled, long term, or geriatric care in a general hospital, skilled nursing facility, long term care center, or home health setting.

Course Website: Course information can be found in the ICON 2016-2018 Ongoing Class. It can be accessed using the University course management ICON at https://icon.uiowa.edu. You will need your HAWK ID and password to log-in.

Course Location: Physical therapy settings in the United States with whom the University of Iowa has contracts for clinical education. These are arranged by the education program’s ACCE and Assistant ACCE with significant input from program faculty and students.

Course Hours:
3 semester hours
Clinical experience scheduled July 3 – August 11, 2017
No lecture hours are scheduled. Students are expected to work the equivalence of a full-time therapist at their assigned clinical site.

Prerequisites:
Student must be in good academic standing and enrolled in the Department of Physical Therapy & Rehabilitation Science.

Course Goals and Objectives:
Upon completion of this course, the student will be able to:

1. Demonstrate developing competence in the elements of patient/client management, including examination, evaluation, diagnosis, prognosis and intervention in a manner designed to maximize patient/client outcomes in general hospital, skilled nursing facility, long term care center, or home health setting.
2. Adapt delivery of patient/client management elements to reflect respect for individual differences.
3. Communicate effectively with other health professionals in matters related to patient/client management.
4. Demonstrate practice management principles pertinent to a physical therapist’s role in rehabilitation, prevention, wellness and health promotion.
5. Adhere to the ethical and legal standards required of a physical therapist.
6. Use relevant and effective teaching techniques in matters related to patient/client education.
7. Employ sound time management skills.
8. Produce appropriate and timely documentation as required by the clinical setting.
9. Demonstrate understanding economic factors in the delivery of physical therapy services (e.g., budgeting, billing and reimbursement, scheduling and marketing).
10. Value the importance of a professional physical therapist’s responsibilities to the profession, including patient care, patient advocacy, education, administration and research.
11. Implement a self-directed plan for professional development.
12. Demonstrate awareness of strengths and limitations through on-going self-assessment activities.
13. Demonstrate the desire to grow and improve by asking for and befriending feedback from the clinical instructor and others.
14. Exhibit professional behaviors at all times including appreciating clinic hours, dress code and rules/regulations.

**Required and Recommended Course Materials:**

**Clinical Education Manual:**
The manual consists of documents designed to explain policies, procedures, obligations, and principles relative to clinical education for the students enrolled in the Doctor of Physical Therapy Program at the University of Iowa and can be found in the DPT 2015-2017 ongoing course ICON page or on the PTRS website: PTRS Clinical Instructor Resource Page. Students are expected to abide by the PTRS Clinical Education Manual.

**Physical Therapist Clinical Performance Instrument (PT CPI):**
The PT CPI can be found at https://cpi2.amsapps.com. An online training must be completed by clinical instructors and students prior to using. You can find the training here: PT CPI Training

**Instructional Methods and Learning Experiences:**
Students are challenged to be active participants in the learning process, with emphasis on critical thinking and problem solving.

**Student Evaluation/Grading:**

**Course Grade:**
Grading will be completed by the program ACCEs. Criteria that will be used to determine a Satisfactory grade will include: the clinical setting, experience with patients in that setting, progression of performance from midterm to final evaluations, whether or not “significant concerns” box is checked, the congruence between the midterm and final comments related to the five performance dimensions, and the ratings provided on the CPI.
Clinical Instructor Performance Assessment:
The clinical instructor uses the Physical Therapist Clinical Performance Instrument (PT CPI) to evaluate student performance at both midterm and final. The student should be rated at the intermediate performance level or higher in all categories. Ratings below an intermediate level will alert the ACCEs to complete a more focused review of the student’s performance. The PT CPI must be electronically signed by both the clinical instructor and the student at midterm and final to be released to the ACCE for review.

Student Performance Assessment
The student uses the PT CPI to complete a self-assessment of his or her performance at midterm and final. As stated above, the student should be rated at the intermediate performance level or higher in all categories. Students who do not feel that they are performing at this level are encouraged to discuss their performance with the CI, CCCE and/or the ACCE. This PT CPI must be electronically signed by both the clinical instructor and the student at midterm and final to be released to the ACCE for review.

Evaluation of Clinical Site:
The student must complete an evaluation of the clinical site at the end of each clinical education experience. A link to the survey will be emailed to the student. This survey must be submitted within one week of the completion of the clinical education experience to avoid an Incomplete grade in the course.

Attendance:
Absences are not allowed during clinical experiences with the exception of illness or family emergency. The student must contact both the ACCE and CCCE prior to their scheduled work hours to report an absence. Time missed due to absence will be made up at the discretion of the ACCE in consultation with the CCCE. Students are not allowed to request vacation time during their scheduled terminal clinical experiences. There is a week-long break scheduled between internships for students to use for personal needs. An unexcused absence may be grounds for failing a clinical internship. Any exceptions to this policy must be approved by the ACCE.

Course Standards and Policies:

Professional Behaviors:
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Meeting Course Standards: Any student who experiences difficulty or anticipates possible difficulty in successfully meeting the course standards is encouraged to speak with the course coordinator as soon as the difficulty is suspected. Academic assistance is available through a variety of University resources such as the Tutor Referral Service (http://tutor.uiowa.edu/find-help/) and the Writing Center (http://writingcenter.uiowa.edu/). See these web pages for details. In addition, physical or mental health concerns can be addressed at Student Health (http://studenthealth.uiowa.edu/) and the University Counseling Service (http://counseling.studentlife.uiowa.edu/), respectively.
Clinical Education
PTRS:6792
Spring 2017

Course Instructors:
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Associate & ACCE              Associate & ACCE
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Office hours: by appointment  Office hours: by appointment

Course Description:
This course is a two week full-time clinical experience during the second year (4th semester) of
the DPT curriculum. It takes place during the first two weeks in January and is completed in
physical therapy clinics in Iowa. Students are actively involved in choosing the site for their
experience. Some students will choose a participating clinic with the objective of gaining more
experience in an area of special interest. Others may choose a site for the opportunity to obtain
an exposure to an area of practice they have not chosen for one of their longer terminal
internships or in an area where their knowledge is deficient and they have had no prior
exposure. Dependent upon prior coursework expectations regarding skill development will vary.
Entry-level performance is not an expectation for this experience. However, the students should
take every opportunity to practice, under direct supervision, the clinical skills and decision
making they have been learning in the classroom. Global objectives are found below while
specific learning objectives and expectations will be dependent upon factors such as prior
exposure, student knowledge, and experiences available at a particular clinical site. For
example, a student at this level may be expected to evaluate a patient with a musculoskeletal
problem involving the spine or the upper extremity since this would have been previously
covered in the classroom. However, such an expectation for a lower extremity problem,
neurological insult would not be appropriate as that content will not be covered in the classroom
until after this two week clinical. In that regard the academic program will inform the clinics of
what clinical competence level would be reasonable to expect from the student.

Course Website: The course site can be accessed using the University course management
ICON at https://icon.uiowa.edu. You will need your HAWK ID and password to log-in.

Course Location: Physical therapy settings in Iowa with whom the University of Iowa has
contracts for clinical education.

Course Hours:
01 semester hour – Spring Semester, 2nd Year
80 contact hours
No lecture hours are scheduled. All clinical experiences will take place at pre-assigned clinical facilities in Iowa.

**Prerequisites:**
Student must be in good academic standing and enrolled in the Department of Physical Therapy & Rehabilitation.

**Course Goals and Objectives:**
Upon completion of this course, the student will be able to:

1. Complete the subjective portion of the initial examination with little to no guidance from the supervising therapist.
2. Locate and correctly interpret information in the patient medical record that is pertinent to physical therapy.
3. Relate concepts learned in the classroom to specific clinical situations.
4. Perform previously learned clinical skills including, but not limited to: vital signs, positioning, documentation, transfers, gait training with assistive devices, goniometry, manual muscle testing, application of physical agents, spine examination and intervention, and UE examination and intervention with improved competence.
6. Demonstrate appropriate documentation skills by writing a concise, accurate, and pertinent progress note in a format required by the practice setting.
7. Demonstrate skill and confidence in interpersonal relations with patients, families, and clinic/hospital staff.
8. Demonstrate the seven core values of professionalism (accountability, altruism, compassion/caring, excellence, integrity, professional duty and social responsibility) in all of his or her interactions in the clinic.
9. Provide sensitive and effective care to patients/clients with cultural backgrounds and beliefs different from their own.
10. Consistently communicate respect for all participants in patient/client care.
11. Evaluate his/her clinical performance.
12. Gain more insight into his or her own strengths and limitations by seeking out feedback from the CI, staff and patients.

**Required and Recommended Course Materials:**
None, but students are encouraged to bring their class notes and textbooks for reference.

**Clinical Education Manual:** Students will abide by the Department of Physical Therapy & Rehabilitation Science Clinical Education Manual. The manual consists of documents designed to explain policies, procedures, obligations, and principles relative to clinical education for the students enrolled in the Doctor of Physical Therapy Program at the University of Iowa.

**Instructional Methods and Learning Experiences:**
Learning experiences will include observation and assisted practice in a clinical environment with qualified physical therapists serving as student supervisors. Students are required to complete a self-evaluation form following this experience. Clinical instructors will provide both formative and summative assessment of student performance, using a rating scale based on the course objectives.
Student Evaluation/Grading:
Grades will be on a Satisfactory/Unsatisfactory basis. Final grade assignments will be the responsibility of the Academic Coordinators of Clinical Education at the University of Iowa.

Attendance:
Absences are not allowed during internships with the exception of illness or family emergency. The student must contact the CCCE and ACCE prior to his/her scheduled work hours to report an absence. Time missed due to absence will be made up at the discretion of the CCCE, CI and ACCE. Students shall not request vacation time during their scheduled clinical internships. An unexcused absence, one in which the CCCE or ACCE were not notified in advance, requires make up and may be grounds for an unsatisfactory grade for a clinical internship.

Course Standards and Policies:

Professional Behaviors:
Professional behaviors are behaviors, attributes, or characteristics that are not explicitly part of a profession’s core knowledge and technical skills but are nevertheless required for success in that profession. Professional behaviors, which define expected behavior within a given profession, serve as the foundation for ability-based learning. (http://www.marquette.edu/physical-therapy/documents/ProfessionalBehaviors.pdf). Students are evaluated by faculty each semester regarding their professional behaviors. The 10 abilities and definitions are listed below:

1. **Critical Thinking** - The ability to question logically; identify, generate and evaluate elements of logical argument; recognize and differentiate facts, appropriate or faulty inferences, and assumptions; and distinguish relevant from irrelevant information. The ability to appropriately utilize, analyze, and critically evaluate scientific evidence to develop a logical argument, and to identify and determine the impact of bias on the decision making process.

2. **Communication** - The ability to communicate effectively (i.e. verbal, non-verbal, reading, writing, and listening) for varied audiences and purposes.

3. **Problem Solving** – The ability to recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes.

4. **Interpersonal Skills** – The ability to interact effectively with patients, families, colleagues, other health care professionals, and the community in a culturally aware manner.

5. **Responsibility** – The ability to be accountable for the outcomes of personal and professional actions and to follow through on commitments that encompass the profession within the scope of work, community and social responsibilities.

6. **Professionalism** – The ability to exhibit appropriate professional conduct and to represent the profession effectively while promoting the growth/development of the Physical Therapy profession.

7. **Use of Constructive Feedback** – The ability to seek out and identify quality sources of feedback, reflect on and integrate the feedback, and provide meaningful feedback to others.

8. **Effective Use of Time and Resources** – The ability to manage time and resources effectively to obtain the maximum possible benefit.

9. **Stress Management** – The ability to identify sources of stress and to develop and implement effective coping behaviors; this applies for interactions for: self, patient/clients and their families, members of the health care team and in work/life scenarios.
10. **Commitment to Learning** – The ability to self-direct learning to include the identification of needs and sources of learning; and to continually seek and apply new knowledge, behaviors, and skills.

**Course Standards and Policies:**

**Administration**
This course adheres to the Department of Physical Therapy and Rehabilitation Sciences Policy Manual. Please refer to this document for details on important classroom policies and procedures such as review and promotion, academic dishonesty, disciplinary action, student mistreatment, emergency procedures, etc. ([http://www.medicine.uiowa.edu/pt/currentdpts/](http://www.medicine.uiowa.edu/pt/currentdpts/)). In addition, the Rules and Regulations of the Graduate College apply to all students in the Physical Therapy and Rehabilitation Science Graduate Program. These rules and regulations are published in the University’s General Catalog and a manual is available online at: [http://www.grad.uiowa.edu/graduate-college-manual](http://www.grad.uiowa.edu/graduate-college-manual).

**Course Evaluation:**
We ask every student to provide their anonymous evaluation of the course and course instructor(s) so that we can continuously monitor and improve our educational program. Our department policy requests all instructors provide 15 – 20 minutes of class time during the final week of class (prior to finals week) for students to complete the online ACE evaluations. These responses are then tabulated and provided to the Instructor(s) and Department Executive Officer after grades have been submitted. Your honest feedback is earnestly considered and is critical to the continued success of our program.

**Electronic Communication**
University policy specifies that students are responsible for all official correspondences sent to their standard University of Iowa e-mail address (@uiowa.edu). Students should check this account frequently.

**Electronic Technologies in the Classroom:**
Computers, laptops, mobile devices such as phones and media players are to be used for learning exercises. Professional behavior is expected. Disruption of the classroom learning experience will not be tolerated.

**Accommodations for Disabilities**
A student seeking academic accommodations should first register with Student Disability Services and then meet privately with the course instructor to make particular arrangements. See [http://sds.studentlife.uiowa.edu/](http://sds.studentlife.uiowa.edu/) for more information.

**Academic Fraud**
Plagiarism and any other activities when students present work that is not their own (cheating) are academic fraud. Example of academic fraud include:
- Presentation of ideas from sources that you do not credit;
- Use of direct quotations without quotation marks and without credit to the source;
- Paraphrasing information and ideas from sources without credit to the source;
- Failure to provide adequate citations for material obtained through electronic research;
- Downloading and submitting work from electronic databases without citation;
- Participation in a group project which presents plagiarized materials;
• Taking credit as part of a group without participating as required in the work of the group;
• Submitting material created/written by someone else as one’s own, including purchased term/research papers.

These rules and regulations are published in the University’s General Catalog and a manual is available online at: [http://www.grad.uiowa.edu/graduate-college-manual](http://www.grad.uiowa.edu/graduate-college-manual).

Concerns about Faculty Actions
Students who have a concern about a faculty action should first address the issue with the instructor. If you remain unsatisfied you may contact the DEO of the Department of Physical Therapy, Richard Shields (319-335-9801). If the student cannot resolve the issue at this level, the concern should be sent in writing to the Dean of the Graduate College.

Understanding Sexual Harassment
Sexual harassment subverts the mission of the University and threatens the well-being of students, faculty, and staff. All members of the UI community have a responsibility to uphold this mission and to contribute to a safe environment that enhances learning. Incidents of sexual harassment should be reported immediately. See the UI’s Diversity website [http://diversity.uiowa.edu/eod/sexual-harassment-prevention-education-resources-0](http://diversity.uiowa.edu/eod/sexual-harassment-prevention-education-resources-0) for assistance, definitions, and the full University policy.

Reacting Safely to Severe Weather
In severe weather, class members should seek appropriate shelter immediately, leaving the classroom if necessary. The class will continue, if possible, when the event is over. For more information on Hawk Alert and the siren warning system, visit [http://hawkalert.uiowa.edu](http://hawkalert.uiowa.edu) or [http://police.uiowa.edu](http://police.uiowa.edu).

Protocol for Handling Emergencies
Dial 911 if there is any threat to life or a situation that requires an immediate response from police, fire, or emergency medical services. When dialing from a campus phone, dial 9-911. You cannot send a text message to 911.

The following numbers are provided for non-emergency situations. Use of these numbers will still provide a response from the appropriate agency and keep 911 lines free for actual emergencies.
University of Iowa Police 319-335-5022
Facility Management (Work Control) 319-335-5071
Information Technology 319-384-4357
Environmental Health and Safety 319-335-8501

Grievance Policy: In general, the Department adheres to the policies of the current issue of the Manual of Rules and Regulations of the Graduate College as specified in Section IV. The manual is available online at: [http://www.grad.uiowa.edu/graduate-college-manual](http://www.grad.uiowa.edu/graduate-college-manual). In addition, the Department of Physical Therapy and Rehabilitation Science has established formal procedures for student grievances, which are detailed in the Department Policy Manual. Refer to this document for more specifics: [http://www.medicine.uiowa.edu/pt/currentdpts/](http://www.medicine.uiowa.edu/pt/currentdpts/).

Meeting Course Standards: Any student who experiences difficulty or anticipates possible difficulty in successfully meeting the course standards is encouraged to speak with the course coordinator as soon as the difficulty is suspected. Academic assistance is available through a
variety of University resources such as the Tutor Referral Service (http://tutor.uiowa.edu/find-help/) and the Writing Center (http://writingcenter.uiowa.edu/). See these web pages for details. In addition, physical or mental health concerns can be addressed at Student Health (http://studenthealth.uiowa.edu/) and the University Counseling Service (http://counseling.studentlife.uiowa.edu/), respectively.

Course Schedule:

The two week clinical experience in 2017 will be from January 3rd-13th.
Course Directors:

Kelly J. Sass, PT, PhD  
Associate & ACCE  
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Phone: 319-335-9798  
E-mail: kelly-sass@uiowa.edu  
Office hours: by appointment

Marcie Becker, DPT, GCS  
Associate & ACCE  
Office: 1-240 MEB  
Phone: 319-335-8552  
E-mail: marcie-becker@uiowa.edu  
Office hours: by appointment

Course Description:
Full-time clinical education in a physical therapy practice setting; development of competence in independent examination, evaluation, and treatment of patients under supervision of clinical faculty.

Course Website: Course information can be found in the ICON 2015-2017 Ongoing Class. It can be accessed using the University course management ICON at https://icon.uiowa.edu. You will need your HAWK ID and password to log-in.

Course Location: Physical therapy settings in the United States with whom the University of Iowa has contracts for clinical education. These are arranged by the education program’s ACCEs with significant input from program faculty and students.

Course Hours: 4 sh  
Clinical experience scheduled May 22 – July 21, 2017  
No lecture hours are scheduled. Students are expected to work the equivalence of a full-time therapist at their assigned clinical site.

Prerequisites: Enrolled in the Department of Physical Therapy & Rehabilitation.

Course Goals and Objectives:
Following the completion of the terminal clinical education experiences, the student will be able to:
1. Demonstrate entry-level competence in the elements of patient/client management, including screening, examination (including history, systems review, and appropriate tests/measures), evaluation, diagnosis, prognosis, and interventions in a manner designed to optimize patient/client outcomes.
2. Exhibit professional behaviors in all situations and develop a self-directed plan for professional development and life-long learning opportunities.
3. Demonstrate appropriate communication skills with all stakeholders, including patients/clients, family members, caregivers, practitioners, interprofessional teams, consumers, payers and policymakers, that is congruent with situational needs.

4. Apply the principles from the UIHC compliance training modules related to safety, infection control, HIPAA, mandatory reporting for child/dependent adult abuse, domestic violence recognition, and age-specific care as needed.

5. Adhere to all federal, state and institutional legal practice standards, practice in a manner consistent with the APTA Code of Ethics and Core Values, and be prepared to report any cases of fraud and abuse.

6. Demonstrate entry-level clinical reasoning skills to identify, evaluate, and integrate the best evidence for practice, patient/client values, needs and preferences to determine best care for a patient/client.

7. Compose appropriate and timely physical therapy documentation that follows all regulatory requirements of the state practice act, practice setting, and payers.

8. Develop and manage a plan of care for a patient/client that addresses individual patient/client differences, needs, and response to interventions.

9. Develop and manage a plan of care for a patient/client that addresses professional obligations, interprofessional collaborations, policies and procedures, and when appropriate, delegation of interventions to the physical therapist assistant.

10. Participate in the financial and practice management of physical therapy services.

11. Demonstrate effective teaching methods when interacting with a variety of learners (patients, caregivers, staff, students, healthcare providers, etc).

Required and Recommended Course Materials:

Clinical Education Manual:
The manual consists of documents designed to explain policies, procedures, obligations, and principles relative to clinical education for the students enrolled in the Doctor of Physical Therapy Program at the University of Iowa and can be found in the DPT 2015-2017 ongoing course ICON page or on the PTRS website: PTRS Clinical Instructor Resource Page. Students are expected to abide by the PTRS Clinical Education Manual.

Physical Therapist Clinical Performance Instrument (PT CPI):
The PT CPI can be found at https://cpi2.amsapps.com. An online training must be completed by clinical instructors and students prior to using. You can find the training here: PT CPI Training

Instructional Methods and Learning Experiences:
Students are challenged to be active participants in the learning process. Critical thinking and problem solving is emphasized.

Student Evaluation/Grading:
Course Grade:
Grading will be completed by the program ACCEs. Criteria that will be used to determine a Satisfactory grade will include: the clinical setting, experience with patients in that setting, progression of performance from midterm to final evaluations, whether or not “significant concerns” box is checked, the congruence between the midterm and final comments related to the five performance dimensions, and the ratings provided on the CPI.
Clinical Instructor Performance Assessment:
The clinical instructor uses the Physical Therapist Clinical Performance Instrument (PT CPI) to evaluate student performance at both midterm and final. The student should strive to demonstrate entry level performance in each of the 18 performance criteria at the final evaluation. Ratings below an advanced intermediate level will alert the ACCEs to complete a more focused review of the student’s performance. The PT CPI must be electronically signed by both the clinical instructor and the student at midterm and final to be released to the ACCE for review.

Student Performance Assessment
The student uses the PT CPI to complete a self-assessment of his or her performance at midterm and final. As stated above, he student should strive to demonstrate entry level performance in each of the 18 performance criteria at the final evaluation. Students who do not feel that they are performing at this level are encouraged to discuss their performance with the CI, CCCE and/or the ACCE. This PT CPI must be electronically signed by both the clinical instructor and the student at midterm and final to be released to the ACCE for review.

Evaluation of Clinical Site:
The student must complete an evaluation of the clinical site at the end of each clinical education experience. A link to the survey will be emailed to the student. This survey must be submitted within one week of the completion of the clinical education experience to avoid an Incomplete grade in the course.

Attendance:
Absences are not allowed during internships with the exception of illness or family emergency. The student must contact both the ACCE and CCCE prior to their scheduled work hours to report an absence. Time missed due to absence will be made up at the discretion of the ACCE in consultation with the CCCE. Students are not allowed to request vacation time during their scheduled clinical internships. There is a week-long break scheduled between internships for students to use for personal needs, including job interviews. An unexcused absence may be grounds for failing a clinical experience. Any exceptions to this policy must be approved by the ACCE.

Cancellation of a Clinical Education Experience: If a clinical education site cancels a scheduled clinical experience for any reason, the ACCEs will reschedule the student to a different site with input from the student. It cannot be guaranteed that the student will be in the same geographical area or setting type, but reasonable efforts may be made to accommodate such requests. As always, students are responsible for all travel and living expenses associated with clinical education experiences.

Course Standards and Policies:

Professional Behaviors:
Professional behaviors are behaviors, attributes, or characteristics that are not explicitly part of a profession’s core knowledge and technical skills but are nevertheless required for success in that profession. Professional behaviors, which define expected behavior within a given profession, serve as the foundation for ability-based learning. (http://www.marquette.edu/physical-therapy/documents/ProfessionalBehaviors.pdf). Students
are evaluated by faculty each semester regarding their Professional Behaviors. The 10 abilities and definitions are listed below:

1. **Critical Thinking** - The ability to question logically; identify, generate and evaluate elements of logical argument; recognize and differentiate facts, appropriate or faulty inferences, and assumptions; and distinguish relevant from irrelevant information. The ability to appropriately utilize, analyze, and critically evaluate scientific evidence to develop a logical argument, and to identify and determine the impact of bias on the decision making process.

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5. **Responsibility** – The ability to be accountable for the outcomes of personal and professional actions and to follow through on commitments that encompass the profession within the scope of work, community and social responsibilities.

6. **Professionalism** – The ability to exhibit appropriate professional conduct and to represent the profession effectively while promoting the growth/development of the Physical Therapy profession.

7. **Use of Constructive Feedback** – The ability to seek out and identify quality sources of feedback, reflect on and integrate the feedback, and provide meaningful feedback to others.

8. **Effective Use of Time and Resources** – The ability to manage time and resources effectively to obtain the maximum possible benefit.

9. **Stress Management** – The ability to identify sources of stress and to develop and implement effective coping behaviors; this applies for interactions for: self, patient/clients and their families, members of the health care team and in work/life scenarios.

10. **Commitment to Learning** – The ability to self-direct learning to include the identification of needs and sources of learning; and to continually seek and apply new knowledge, behaviors, and skills.

**Administration**

This course adheres to the Department of Physical Therapy and Rehabilitation Sciences Policy Manual. Please refer to this document for details on important classroom policies and procedures such as review and promotion, academic dishonesty, disciplinary action, student mistreatment, emergency procedures, etc. ([https://medicine.uiowa.edu/pt/education/doctor-physical-therapy-dpt-program/resources-current-students](https://medicine.uiowa.edu/pt/education/doctor-physical-therapy-dpt-program/resources-current-students)). In addition, the Rules and Regulations of the Graduate College apply to all students in the Physical Therapy and Rehabilitation Science Graduate Program. These rules and regulations are published in the University’s General Catalog and a manual is available online at: [http://www.grad.uiowa.edu/graduate-college-manual](http://www.grad.uiowa.edu/graduate-college-manual).

**Course Evaluation:**

We ask every student to provide their anonymous evaluation of the course and course instructor(s) so that we can continuously monitor and improve our educational program. These responses are then tabulated and provided to the Instructor(s) and Department Executive Officer after grades have been submitted. Your honest feedback is earnestly considered and is critical to the continued success of our program.
Electronic Communication
University policy specifies that students are responsible for all official correspondences sent to their standard University of Iowa e-mail address (@uiowa.edu). Students should check this account frequently.

Electronic Technologies in the Classroom:
Computers, laptops, mobile devices such as phones and media players are to be used for learning exercises. Professional behavior is expected. Disruption of the classroom learning experience will not be tolerated.

Accommodations for Disabilities
A student seeking academic accommodations should first register with Student Disability Services and then meet privately with the course instructor to make particular arrangements. See http://sds.studentlife.uiowa.edu/ for more information.

Academic Fraud
Plagiarism and any other activities when students present work that is not their own (cheating) are academic fraud. Example of academic fraud include:
- Presentation of ideas from sources that you do not credit;
- Use of direct quotations without quotation marks and without credit to the source;
- Paraphrasing information and ideas from sources without credit to the source;
- Failure to provide adequate citations for material obtained through electronic research;
- Downloading and submitting work from electronic databases without citation;
- Participation in a group project which presents plagiarized materials;
- Taking credit as part of a group without participating as required in the work of the group;
- Submitting material created/written by someone else as one’s own, including purchased term/research papers.

These rules and regulations are published in the University’s General Catalog and a manual is available online at: http://www.grad.uiowa.edu/graduate-college-manual.

Concerns about Faculty Actions
Students who have a concern about a faculty action should first address the issue with the instructor. If you remain unsatisfied you may contact the DEO of the Department of Physical Therapy, Richard Shields (319-335-9801). If the student cannot resolve the issue at this level, the concern should be sent in writing to the Dean of the Graduate College.

Understanding Sexual Harassment
Sexual harassment subverts the mission of the University and threatens the well-being of students, faculty, and staff. All members of the UI community have a responsibility to uphold this mission and to contribute to a safe environment that enhances learning. Incidents of sexual harassment should be reported immediately. See the UI’s Diversity website (http://diversity.uiowa.edu/eod/sexual-harassment-prevention-education-resources-0) for assistance, definitions, and the full University policy.

Reacting Safely to Severe Weather
In severe weather, class members should seek appropriate shelter immediately, leaving the classroom if necessary. The class will continue, if possible, when the event is over. For more information on Hawk Alert and the siren warning system, visit http://hawkalert.uiowa.edu or http://police.uiowa.edu.
Protocol for Handling Emergencies
Dial 911 if there is any threat to life or a situation that requires an immediate response from police, fire, or emergency medical services. When dialing from a campus phone, dial 9-911. You cannot send a text message to 911.

The following numbers are provided for non-emergency situations. Use of these numbers will still provide a response from the appropriate agency and keep 911 lines free for actual emergencies.
University of Iowa Police 319-335-5022
Facility Management (Work Control) 319-335-5071
Information Technology 319-384-4357
Environmental Health and Safety 319-335-8501

Grievance Policy: In general, the Department adheres to the policies of the current issue of the Manual of Rules and Regulations of the Graduate College as specified in Section IV. The manual is available online at: http://www.grad.uiowa.edu/graduate-college-manual. In addition, the Department of Physical Therapy and Rehabilitation Science has established formal procedures for student grievances, which are detailed in the Department Policy Manual. Refer to this document for more specifics: https://medicine.uiowa.edu/pt/education/doctor-physical-therapy-dpt-program/resources-current-students.

Meeting Course Standards: Any student who experiences difficulty or anticipates possible difficulty in successfully meeting the course standards is encouraged to speak with the course coordinator as soon as the difficulty is suspected. Academic assistance is available through a variety of University resources such as the Tutor Referral Service (http://tutor.uiowa.edu/find-help/) and the Writing Center (http://writingcenter.uiowa.edu/). See these web pages for details. In addition, physical or mental health concerns can be addressed at Student Health (http://studenthealth.uiowa.edu/) and the University Counseling Service (http://counseling.studentlife.uiowa.edu/), respectively.
Course Directors:

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Office hours: by appointment

Marcie Becker, DPT, GCS
Associate & ACCE
Office: 1-240 MEB
Phone: 319-335-8552
Email: marcie-becker@uiowa.edu
Office hours: by appointment

Course Description:
Full-time clinical education in a physical therapy practice setting; development of competence in
independent examination, evaluation, and treatment of patients under supervision of clinical
faculty.

Course Website: Course information can be found in the ICON 2015-2017 Ongoing Class. It
can be accessed using the University course management ICON at https://icon.uiowa.edu. You
will need your HAWK ID and password to log-in.

Course Location: Physical therapy settings in the United States with whom the University of
Iowa has contracts for clinical education. These are arranged by the education program’s
ACCEs with significant input from program faculty and students.

Course Hours:
4 sh
Clinical experience scheduled from July 31 – September 29, 2017.
No lecture hours are scheduled. Students are expected to work the equivalence of a full-time
therapist at their assigned clinical site.

Prerequisites:
Enrolled in the Department of Physical Therapy & Rehabilitation.

Course Goals and Objectives:
Following the completion of the terminal clinical education experiences, the student will be able to:

1. Demonstrate entry-level competence in the elements of patient/client management,
   including screening, examination (including history, systems review, and appropriate
tests/measures), evaluation, diagnosis, prognosis, and interventions in a manner designed
to optimize patient/client outcomes.

2. Exhibit professional behaviors in all situations and develop a self-directed plan for
   professional development and life-long learning opportunities.
3. Demonstrate appropriate communication skills with all stakeholders, including patients/clients, family members, caregivers, practitioners, interprofessional teams, consumers, payers and policymakers, that is congruent with situational needs.

4. Apply the principles from the UIHC compliance training modules related to safety, infection control, HIPAA, mandatory reporting for child/dependent adult abuse, domestic violence recognition, and age-specific care as needed.

5. Adhere to all federal, state and institutional legal practice standards, practice in a manner consistent with the APTA Code of Ethics and Core Values, and be prepared to report any cases of fraud and abuse.

6. Demonstrate entry-level clinical reasoning skills to identify, evaluate, and integrate the best evidence for practice, patient/client values, needs and preferences to determine best care for a patient/client.

7. Compose appropriate and timely physical therapy documentation that follows all regulatory requirements of the state practice act, practice setting, and payers.

8. Develop and manage a plan of care for a patient/client that addresses individual patient/client differences, needs, and response to interventions.

9. Develop and manage a plan of care for a patient/client that addresses professional obligations, interprofessional collaborations, policies and procedures, and when appropriate, delegation of interventions to the physical therapist assistant.

10. Participate in the financial and practice management of physical therapy services.

11. Demonstrate effective teaching methods when interacting with a variety of learners (patients, caregivers, staff, students, healthcare providers, etc).

Required and Recommended Course Materials:
Clinical Education Manual:
The manual consists of documents designed to explain policies, procedures, obligations, and principles relative to clinical education for the students enrolled in the Doctor of Physical Therapy Program at the University of Iowa and can be found in the DPT 2015-2017 ongoing course ICON page or on the PTRS website: PTRS Clinical Instructor Resource Page. Students are expected to abide by the PTRS Clinical Education Manual.

Physical Therapist Clinical Performance Instrument (PT CPI):
The PT CPI can be found at https://cpi2.amsapps.com. An online training must be completed by clinical instructors and students prior to using. You can find the training here: PT CPI Training

Instructional Methods and Learning Experiences:
Students are challenged to be active participants in the learning process. Critical thinking and problem solving is emphasized.

Student Evaluation/Grading:
Course Grade:
Grading will be completed by the program ACCEs. Criteria that will be used to determine a Satisfactory grade will include: the clinical setting, experience with patients in that setting, progression of performance from midterm to final evaluations, whether or not “significant concerns” box is checked, the congruence between the midterm and final comments related to the five performance dimensions, and the ratings provided on the CPI.
Clinical Instructor Performance Assessment:
The clinical instructor uses the Physical Therapist Clinical Performance Instrument (PT CPI) to evaluate student performance at both midterm and final. The student should strive to demonstrate entry level performance in each of the 18 performance criteria at the final evaluation. Ratings below an advanced intermediate level will alert the ACCEs to complete a more focused review of the student’s performance. The PT CPI must be electronically signed by both the clinical instructor and the student at midterm and final to be released to the ACCE for review.

Student Performance Assessment
The student uses the PT CPI to complete a self-assessment of his or her performance at midterm and final. As stated above, he student should strive to demonstrate entry level performance in each of the 18 performance criteria at the final evaluation. Students who do not feel that they are performing at this level are encouraged to discuss their performance with the CI, CCCE and/or the ACCE. This PT CPI must be electronically signed by both the clinical instructor and the student at midterm and final to be released to the ACCE for review.

Evaluation of Clinical Site:
The student must complete an evaluation of the clinical site at the end of each clinical education experience. A link to the survey will be emailed to the student. This survey must be submitted within one week of the completion of the clinical education experience to avoid an Incomplete grade in the course.

Attendance:
Absences are not allowed during internships with the exception of illness or family emergency. The student must contact both the ACCE and CCCE prior to their scheduled work hours to report an absence. Time missed due to absence will be made up at the discretion of the ACCE in consultation with the CCCE. Students are not allowed to request vacation time during their scheduled clinical internships. There is a week-long break scheduled between internships for students to use for personal needs, including job interviews. An unexcused absence may be grounds for failing a clinical experience. Any exceptions to this policy must be approved by the ACCE.

Cancellation of a Clinical Education Experience: If a clinical education site cancels a scheduled clinical experience for any reason, the ACCEs will reschedule the student to a different site with input from the student. It cannot be guaranteed that the student will be in the same geographical area or setting type, but reasonable efforts may be made to accommodate such requests. As always, students are responsible for all travel and living expenses associated with clinical education experiences.

Course Standards and Policies:

Professional Behaviors:
Professional behaviors are behaviors, attributes, or characteristics that are not explicitly part of a profession’s core knowledge and technical skills but are nevertheless required for success in that profession. Professional behaviors, which define expected behavior within a given profession, serve as the foundation for ability-based learning. (http://www.marquette.edu/physical-therapy/documents/ProfessionalBehaviors.pdf). Students
are evaluated by faculty each semester regarding their Professional Behaviors. The 10 abilities and definitions are listed below:

1. **Critical Thinking** - The ability to question logically; identify, generate and evaluate elements of logical argument; recognize and differentiate facts, appropriate or faulty inferences, and assumptions; and distinguish relevant from irrelevant information. The ability to appropriately utilize, analyze, and critically evaluate scientific evidence to develop a logical argument, and to identify and determine the impact of bias on the decision making process.

2. **Communication** - The ability to communicate effectively (i.e. verbal, non-verbal, reading, writing, and listening) for varied audiences and purposes.

3. **Problem Solving** – The ability to recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes.

4. **Interpersonal Skills** – The ability to interact effectively with patients, families, colleagues, other health care professionals, and the community in a culturally aware manner.

5. **Responsibility** – The ability to be accountable for the outcomes of personal and professional actions and to follow through on commitments that encompass the profession within the scope of work, community and social responsibilities.

6. **Professionalism** – The ability to exhibit appropriate professional conduct and to represent the profession effectively while promoting the growth/development of the Physical Therapy profession.

7. **Use of Constructive Feedback** – The ability to seek out and identify quality sources of feedback, reflect on and integrate the feedback, and provide meaningful feedback to others.

8. **Effective Use of Time and Resources** – The ability to manage time and resources effectively to obtain the maximum possible benefit.

9. **Stress Management** – The ability to identify sources of stress and to develop and implement effective coping behaviors; this applies for interactions for: self, patient/clients and their families, members of the health care team and in work/life scenarios.

10. **Commitment to Learning** – The ability to self-direct learning to include the identification of needs and sources of learning; and to continually seek and apply new knowledge, behaviors, and skills.

**Administration**
This course adheres to the Department of Physical Therapy and Rehabilitation Sciences Policy Manual. Please refer to this document for details on important classroom policies and procedures such as review and promotion, academic dishonesty, disciplinary action, student mistreatment, emergency procedures, etc. ([https://medicine.uiowa.edu/pt/education/doctor-physical-therapy-dpt-program/resources-current-students](https://medicine.uiowa.edu/pt/education/doctor-physical-therapy-dpt-program/resources-current-students)). In addition, the Rules and Regulations of the Graduate College apply to all students in the Physical Therapy and Rehabilitation Science Graduate Program. These rules and regulations are published in the University’s General Catalog and a manual is available online at: [http://www.grad.uiowa.edu/graduate-college-manual](http://www.grad.uiowa.edu/graduate-college-manual).

**Course Evaluation:**
We ask every student to provide their anonymous evaluation of the course and course instructor(s) so that we can continuously monitor and improve our educational program. These responses are then tabulated and provided to the Instructor(s) and Department Executive Officer after grades have been submitted. Your honest feedback is earnestly considered and is critical to the continued success of our program.
Electronic Communication
University policy specifies that students are responsible for all official corresponde
ces sent to their standard University of Iowa e-mail address (@uiowa.edu). Students should check this account frequently.

Electronic Technologies in the Classroom:
Computers, laptops, mobile devices such as phones and media players are to be used for learning exercises. Professional behavior is expected. Disruption of the classroom learning experience will not be tolerated.

Accommodations for Disabilities
A student seeking academic accommodations should first register with Student Disability Services and then meet privately with the course instructor to make particular arrangements. See http://sds.studentlife.uiowa.edu/ for more information.

Academic Fraud
Plagiarism and any other activities when students present work that is not their own (cheating) are academic fraud. Example of academic fraud include:
- Presentation of ideas from sources that you do not credit;
- Use of direct quotations without quotation marks and without credit to the source;
- Paraphrasing information and ideas from sources without credit to the source;
- Failure to provide adequate citations for material obtained through electronic research;
- Downloading and submitting work from electronic databases without citation;
- Participation in a group project which presents plagiarized materials;
- Taking credit as part of a group without participating as required in the work of the group;
- Submitting material created/written by someone else as one’s own, including purchased term/research papers.

These rules and regulations are published in the University’s General Catalog and a manual is available online at: http://www.grad.uiowa.edu/graduate-college-manual.

Concerns about Faculty Actions
Students who have a concern about a faculty action should first address the issue with the instructor. If you remain unsatisfied you may contact the DEO of the Department of Physical Therapy, Richard Shields (319-335-9801). If the student cannot resolve the issue at this level, the concern should be sent in writing to the Dean of the Graduate College.

Understanding Sexual Harassment
Sexual harassment subverts the mission of the University and threatens the well-being of students, faculty, and staff. All members of the UI community have a responsibility to uphold this mission and to contribute to a safe environment that enhances learning. Incidents of sexual harassment should be reported immediately. See the UI’s Diversity website (http://diversity.uiowa.edu/eod/sexual-harassment-prevention-education-resources-0) for assistance, definitions, and the full University policy.

Reacting Safely to Severe Weather
In severe weather, class members should seek appropriate shelter immediately, leaving the classroom if necessary. The class will continue, if possible, when the event is over. For more information on Hawk Alert and the siren warning system, visit http://hawkalert.uiowa.edu or http://police.uiowa.edu.
Protocol for Handling Emergencies
Dial 911 if there is any threat to life or a situation that requires an immediate response from police, fire, or emergency medical services. When dialing from a campus phone, dial 9-911. You cannot send a text message to 911.

The following numbers are provided for non-emergency situations. Use of these numbers will still provide a response from the appropriate agency and keep 911 lines free for actual emergencies.
University of Iowa Police 319-335-5022
Facility Management (Work Control) 319-335-5071
Information Technology 319-384-4357
Environmental Health and Safety 319-335-8501

Grievance Policy: In general, the Department adheres to the policies of the current issue of the Manual of Rules and Regulations of the Graduate College as specified in Section IV. The manual is available online at: http://www.grad.uiowa.edu/graduate-college-manual. In addition, the Department of Physical Therapy and Rehabilitation Science has established formal procedures for student grievances, which are detailed in the Department Policy Manual. Refer to this document for more specifics: https://medicine.uiowa.edu/pt/education/doctor-physical-therapy-dpt-program/resources-current-students.

Meeting Course Standards: Any student who experiences difficulty or anticipates possible difficulty in successfully meeting the course standards is encouraged to speak with the course coordinator as soon as the difficulty is suspected. Academic assistance is available through a variety of University resources such as the Tutor Referral Service (http://tutor.uiowa.edu/find-help/) and the Writing Center (http://writingcenter.uiowa.edu/). See these web pages for details. In addition, physical or mental health concerns can be addressed at Student Health (http://studenthealth.uiowa.edu/) and the University Counseling Service (http://counseling.studentlife.uiowa.edu/), respectively.
PTRS:6796
Terminal Clinical Education in PT III
Fall 2017

Course Directors:
Kelly J. Sass, PT, PhD                  Marcie Becker, DPT, GCS
Associate & ACCE                       Associate & ACCE
Office: 1-241 MEB                      Office: 1-240 MEB
Phone: 319-335-9798                    Phone: 319-335-8552
E-mail: kelly-sass@uiowa.edu           Email: marcie-becker@uiowa.edu
Office hours: by appointment           Office hours: by appointment

Course Description:
Full-time clinical education in a physical therapy practice setting; development of competence in independent examination, evaluation, and treatment of patients under supervision of clinical faculty.

Course Website: Course information can be found in the ICON 2015-2017 Ongoing Class. It can be accessed using the University course management ICON at https://icon.uiowa.edu. You will need your HAWK ID and password to log-in.

Course Location: Physical therapy settings in the United States with whom the University of Iowa has contracts for clinical education. These are arranged by the education program’s ACCEs with significant input from program faculty and students.

Course Hours:
4 sh
Clinical experience scheduled from October 9 – December 8, 2017.
No lecture hours are scheduled. Students are expected to work the equivalence of a full-time therapist at their assigned clinical site.

Prerequisites:
Enrolled in the Department of Physical Therapy & Rehabilitation.

Course Goals and Objectives:
Following the completion of the terminal clinical education experiences, the student will be able to:

1. Demonstrate entry-level competence in the elements of patient/client management, including screening, examination (including history, systems review, and appropriate tests/measures), evaluation, diagnosis, prognosis, and interventions in a manner designed to optimize patient/client outcomes.

2. Exhibit professional behaviors in all situations and develop a self-directed plan for professional development and life-long learning opportunities.
3. Demonstrate appropriate communication skills with all stakeholders, including patients/clients, family members, caregivers, practitioners, interprofessional teams, consumers, payers and policymakers, that is congruent with situational needs.

4. Apply the principles from the UIHC compliance training modules related to safety, infection control, HIPAA, mandatory reporting for child/dependent adult abuse, domestic violence recognition, and age-specific care as needed.

5. Adhere to all federal, state and institutional legal practice standards, practice in a manner consistent with the APTA Code of Ethics and Core Values, and be prepared to report any cases of fraud and abuse.

6. Demonstrate entry-level clinical reasoning skills to identify, evaluate, and integrate the best evidence for practice, patient/client values, needs and preferences to determine best care for a patient/client.

7. Compose appropriate and timely physical therapy documentation that follows all regulatory requirements of the state practice act, practice setting, and payers.

8. Develop and manage a plan of care for a patient/client that addresses individual patient/client differences, needs, and response to interventions.

9. Develop and manage a plan of care for a patient/client that addresses professional obligations, interprofessional collaborations, policies and procedures, and when appropriate, delegation of interventions to the physical therapist assistant.

10. Participate in the financial and practice management of physical therapy services.

11. Demonstrate effective teaching methods when interacting with a variety of learners (patients, caregivers, staff, students, healthcare providers, etc).

**Required and Recommended Course Materials:**

**Clinical Education Manual:**

The manual consists of documents designed to explain policies, procedures, obligations, and principles relative to clinical education for the students enrolled in the Doctor of Physical Therapy Program at the University of Iowa and can be found in the DPT 2015-2017 ongoing course ICON page or on the PTRS website: [PTRS Clinical Instructor Resource Page](https://cpi2.amsapps.com). Students are expected to abide by the PTRS Clinical Education Manual

**Physical Therapist Clinical Performance Instrument (PT CPI):**

The PT CPI can be found at [https://cpi2.amsapps.com](https://cpi2.amsapps.com). An online training must be completed by clinical instructors and students prior to using. You can find the training here: [PT CPI Training](https://cpi2.amsapps.com).

**Instructional Methods and Learning Experiences:**

Students are challenged to be active participants in the learning process. Critical thinking and problem solving is emphasized.

**Student Evaluation/Grading:**

**Course Grade:**

Grading will be completed by the program ACCEs. Criteria that will be used to determine a Satisfactory grade will include: the clinical setting, experience with patients in that setting, progression of performance from midterm to final evaluations, whether or not “significant concerns” box is checked, the congruence between the midterm and final comments related to the five performance dimensions, and the ratings provided on the CPI.
Clinical Instructor Performance Assessment:
The clinical instructor uses the Physical Therapist Clinical Performance Instrument (PT CPI) to evaluate student performance at both midterm and final. The student should strive to demonstrate entry level performance in each of the 18 performance criteria at the final evaluation. Ratings below entry level will alert the ACCEs to complete a more focused review of the student’s performance. The PT CPI must be electronically signed by both the clinical instructor and the student at midterm and final to be released to the ACCE for review.

Student Performance Assessment
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Evaluation of Clinical Site:
The student must complete an evaluation of the clinical site at the end of each clinical education experience. A link to the survey will be emailed to the student. This survey must be submitted within one week of the completion of the clinical education experience to avoid an Incomplete grade in the course.

Attendance:
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1. **Critical Thinking** - The ability to question logically; identify, generate and evaluate elements of logical argument; recognize and differentiate facts, appropriate or faulty inferences, and assumptions; and distinguish relevant from irrelevant information. The ability to appropriately utilize, analyze, and critically evaluate scientific evidence to develop a logical argument, and to identify and determine the impact of bias on the decision making process.

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7. **Use of Constructive Feedback** – The ability to seek out and identify quality sources of feedback, reflect on and integrate the feedback, and provide meaningful feedback to others.

8. **Effective Use of Time and Resources** – The ability to manage time and resources effectively to obtain the maximum possible benefit.

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**Course Evaluation:**
We ask every student to provide their anonymous evaluation of the course and course instructor(s) so that we can continuously monitor and improve our educational program. These responses are then tabulated and provided to the Instructor(s) and Department Executive Officer after grades have been submitted. Your honest feedback is earnestly considered and is critical to the continued success of our program.
Electronic Communication
University policy specifies that students are responsible for all official correspondences sent to their standard University of Iowa e-mail address (@uiowa.edu). Students should check this account frequently.

Electronic Technologies in the Classroom:
Computers, laptops, mobile devices such as phones and media players are to be used for learning exercises. Professional behavior is expected. Disruption of the classroom learning experience will not be tolerated.

Accommodations for Disabilities
A student seeking academic accommodations should first register with Student Disability Services and then meet privately with the course instructor to make particular arrangements. See http://sds.studentlife.uiowa.edu/ for more information.

Academic Fraud
Plagiarism and any other activities when students present work that is not their own (cheating) are academic fraud. Example of academic fraud include:
- Presentation of ideas from sources that you do not credit;
- Use of direct quotations without quotation marks and without credit to the source;
- Paraphrasing information and ideas from sources without credit to the source;
- Failure to provide adequate citations for material obtained through electronic research;
- Downloading and submitting work from electronic databases without citation;
- Participation in a group project which presents plagiarized materials;
- Taking credit as part of a group without participating as required in the work of the group;
- Submitting material created/written by someone else as one’s own, including purchased term/research papers.

These rules and regulations are published in the University’s General Catalog and a manual is available online at: http://www.grad.uiowa.edu/graduate-college-manual.

Concerns about Faculty Actions
Students who have a concern about a faculty action should first address the issue with the instructor. If you remain unsatisfied you may contact the DEO of the Department of Physical Therapy, Richard Shields (319-335-9801). If the student cannot resolve the issue at this level, the concern should be sent in writing to the Dean of the Graduate College.

Understanding Sexual Harassment
Sexual harassment subverts the mission of the University and threatens the well-being of students, faculty, and staff. All members of the UI community have a responsibility to uphold this mission and to contribute to a safe environment that enhances learning. Incidents of sexual harassment should be reported immediately. See the UI’s Diversity website (http://diversity.uiowa.edu/eod/sexual-harassment-prevention-education-resources-0) for assistance, definitions, and the full University policy.

Reacting Safely to Severe Weather
In severe weather, class members should seek appropriate shelter immediately, leaving the classroom if necessary. The class will continue, if possible, when the event is over. For more information on Hawk Alert and the siren warning system, visit http://hawkalert.uiowa.edu or http://police.uiowa.edu.
Protocol for Handling Emergencies
Dial 911 if there is any threat to life or a situation that requires an immediate response from police, fire, or emergency medical services. When dialing from a campus phone, dial 9-911. You cannot send a text message to 911.

The following numbers are provided for non-emergency situations. Use of these numbers will still provide a response from the appropriate agency and keep 911 lines free for actual emergencies.
University of Iowa Police 319-335-5022
Facility Management (Work Control) 319-335-5071
Information Technology 319-384-4357
Environmental Health and Safety 319-335-8501

Grievance Policy: In general, the Department adheres to the policies of the current issue of the Manual of Rules and Regulations of the Graduate College as specified in Section IV. The manual is available online at: http://www.grad.uiowa.edu/graduate-college-manual. In addition, the Department of Physical Therapy and Rehabilitation Science has established formal procedures for student grievances, which are detailed in the Department Policy Manual. Refer to this document for more specifics: https://medicine.uiowa.edu/pt/education/doctor-physical-therapy-dpt-program/resources-current-students.

Meeting Course Standards: Any student who experiences difficulty or anticipates possible difficulty in successfully meeting the course standards is encouraged to speak with the course coordinator as soon as the difficulty is suspected. Academic assistance is available through a variety of University resources such as the Tutor Referral Service (http://tutor.uiowa.edu/find-help/) and the Writing Center (http://writingcenter.uiowa.edu/). See these web pages for details. In addition, physical or mental health concerns can be addressed at Student Health (http://studenthealth.uiowa.edu/) and the University Counseling Service (http://counseling.studentlife.uiowa.edu/), respectively.
EVALUATION OF STUDENT CLINICAL PERFORMANCE

Integrated Clinical Education in Physical Therapy I & II (PTRS:5790 & PTRS:5791):

The Integrated Clinical Education in Physical Therapy I & II (PTRS:5790 and PTRS:5791) courses consist of multiple part-day integrated clinical experiences at local hospitals and PT clinics. The evaluation forms for the experiences can be found in Appendix 1 and 2.

Integrated Clinical Education in Physical Therapy IV (PTRS:6792):

The evaluation form in Appendix 3 is designed for use during Integrated Clinical Education in Physical Therapy IV (PTRS:6792) which consists of a two week, full time integrated clinical experience at the beginning of the 4th semester in the DPT curriculum. The aim of this phase of clinical education is to provide the student an opportunity to practice and augment the skills introduced in the classroom and the teaching laboratories as well as learn new skills.

Purpose of Student Evaluations:

1. To improve learning: Primarily this evaluation is intended to benefit the individual student. Regular feedback keeps the student informed about personal progress and helps the student recognize individual strengths and weaknesses. Students have a need for specific information.

2. To improve instruction: The information gained from the evaluation should also prove beneficial to faculty who are responsible for curriculum design and to clinical educators responsible for design and implementation of future learning experiences in their clinic.

3. To certify competency: Students and faculty alike need an appraisal of the student’s clinical skills prior to beginning full time experiences.

Integrated Clinical Education in Physical Therapy III (PTRS:6793)


The Physical Therapist Clinical Performance Instrument (PT CPI) is used for student evaluation for the 6-week and 9-week experiences.
CLINICAL EDUCATION POLICIES

**Dress Code** – Professional attire is expected during clinical experiences. Students are required to follow the dress code outlined by each clinical center. The student should bring his/her lab coat and UIHC photo name badge to all clinic sites unless specified otherwise by the clinical site. General guidelines for professional attire would include: no jeans, t-shirts, shorts, no low riding pants, low cut or cropped shirts, no visible tattoos or body piercing (other than earrings), and no open-toe or high-heeled shoes.

**Absences** – Absences are not allowed during clinical experiences with the exception of illness or family emergency. The student must contact both the ACCE and CCCE prior to their scheduled work hours to report an absence. Time missed due to absence will be made up at the discretion of the ACCE in consultation with the CCCE. Students are not allowed to request vacation time during their scheduled terminal clinical experiences. There is a week-long break scheduled between internships for students to use for personal needs, including job interviews. An unexcused absence, may be grounds for failing a clinical internship. Any exceptions to this policy must be approved by the ACCE.

**Clinical Education Expenses** – There will be some travel required to clinic sites in surrounding cities. A car is nice to have but not necessary as generally students can car pool. During the 6-week and 9-week clinical education experiences, some travel will likely be required to off-campus clinical sites. Living expenses will vary depending on where the students complete their internships. Some sites require extra screening (i.e., drug screening) that the student may be responsible for.

**Cancellation of a Clinical Education Experience:** If a clinical education site cancels a scheduled clinical experience for any reason, the ACCEs will reschedule the student to a different site with input from the student. It cannot be guaranteed that the student will be in the same geographical area or setting type, but reasonable efforts may be made to accommodate such requests. As always, students are responsible for all travel and living expenses associated with clinical education experiences.

**Student Information Shared with Clinical Education Sites** – Students are each provided a training transcript to take with them on their clinical internships verifying completion of the following:

- Mandatory Reporter Training
- Hospital Safety & Infection Control
- CPR
- HIPAA Training
- Domestic Violence Reporting Training
- Fire Extinguisher Safety Training
- UIHC Orientation Training
- Criminal Background Check upon admission to the program
- Annual signed attestation statement that the criminal background is unchanged

Additional information may be requested by a specific clinical education site, such as a current background check, drug screen or academic standing. Students are made aware of any additional information to be shared through the Clinical Site Information Form (CSIF) and/or communication with the ACCE or CCCE. Student approval is required to share any additional information.

**Professional Liability Insurance** – Malpractice insurance is required on all students in the DPT Program. The University maintains professional liability insurance on the DPT students in the amount of $1,000,000 per occurrence and $3,000,000 in the aggregate per year. The cost for coverage is paid by the Department. Detailed information concerning limits of coverage, etc., may be obtained from the ACCE’s.
Health Insurance – Health insurance is required. If students do not provide proof of insurance annually they will automatically be enrolled in a health insurance plan and billed by the UI. Many of our clinical internship centers will require the physical therapy intern to provide proof of health insurance coverage prior to beginning the clinical education experiences.

Off-Campus Emergency Services – In the event of accident or illness to students associated with their learning experience while at off-campus clinical facilities, the facility will provide or arrange for emergency treatment. The student is responsible for the expense associated with the treatment.

Criteria to Determine Student Readiness to Engage in Clinical Education
Criteria upon which the determination is made that each student is ready to engage in clinical education:

- Written and lab practical examinations
- Professional behaviors
- Simulated patient experiences

The mechanisms utilized by the core faculty to determine that each student is ready to engage in clinical education, including the determination that the student is prepared to interact safely with patients/clients during the clinical education experience:

- Written and lab practical examinations
- Professional behaviors
- Simulated patient experiences
- Review of student performance at monthly FSSA committee meetings and after each semester

Role of Students in Clinical Education
- To take responsibility for learning and to make the most out of opportunities provided with the goal of becoming a competent professional.
- To participate in ongoing self-assessment, reflecting on areas of strength, limitations, and inconsistencies.
- To provide constructive criticism to both academic and clinical faculty.
- To be accountable for personal and professional behaviors and actions.
- To welcome and befriend constructive criticism on clinical performance and develop an action plan for growth and development.
- To practice diligently and be willing to make mistakes and learn from them.
- To respect the rights of patients, clinical instructors, and all others associated with clinical education.

Expectations for Clinical Instructors
It is expected that a clinical instructor (CI) will demonstrate a desire to work with students and will serve as a positive role model for our students. By demonstrating effective communication skills, the CI will collaborate with students to plan learning experiences, goals, and expectations for student performance. The CI will make time to effectively supervise the student and will provide timely feedback related to student knowledge, skills, and professional behaviors. Clinical instructors for students on full time clinical education experiences will have a minimum of one year of full time post licensure clinical experience.

Patient/Client Rights
In all clinical education experiences when patients/clients are being provided health care services in Health Insurance Portability and Accountability Act (HIPPA) grants patients/clients certain legal rights. Among those rights is the right to know who is providing care and the right to refuse that care. The patient/client must be explicitly informed and completely understand when care is being provided by a student even while being closely supervised by a licensed physical therapist. The patient/client has the right to refuse treatment by a student.
**Patient’s Right to Refuse Care Provided by a Student**
The Health Insurance Portability and Accountability Act (HIPPA) grants patients/clients certain legal rights when receiving health care. This includes health care provided by students during clinical education experiences. Among those rights is the right to know who is providing care and the right to refuse that care. Patients/clients should be clearly informed and completely understand when care is being provided by a student even when the student is closely supervised by a licensed physical therapist. The patient/client has the right to refuse treatment by a student prior to and at any time during the treatment of the patient without penalty.

**Evaluation of Performance**

**6-week Integrated Clinical Experience:**
- The student is evaluated by the CI using the PT CPI at both midterm and final. At the final evaluation, the student should be rated at an intermediate level or higher in each of the 18 performance criteria. Ratings below this level will alert the ACCEs to complete a more focused review of the student’s performance.
- The student will also use the PT CPI to complete a self-assessment of his or her performance at midterm and final. The student should rate him or herself at the intermediate level or higher in each of the 18 performance criteria at the final evaluation. Students who do not feel that they are performing at this level are encouraged to discuss their performance with the CI, CCCE and/or the ACCE.

**2-week Integrated Clinical Experience:**
- At the end of this experience, the student is evaluated with the Student Performance Evaluation rating scale. The student should strive to meet or exceed expectations in all criteria. Ratings below the ‘meets expectations’ will alert the ACCEs to complete a more focused review of the student’s performance.
- At the end of this experience, the student will also use the Student Performance Evaluation rating scale to complete a self-assessment. The student should rate him or herself to meet or exceed expectations in all criteria. Students who do not feel that they are performing at this level are encouraged to discuss their performance with the CI, CCCE and/or the ACCE.

**9-week Terminal Clinical Experiences:**
- During each 9-week terminal clinical experience, the student will be evaluated by the CI using the PT CPI at both midterm and final.
- The student should show progress from midterm to final evaluation on all clinical performance criteria.
- During each of the three terminal clinical experiences, the student should strive to demonstrate entry level performance in all of the 18 performance criteria at the final evaluation. For the first two experiences, ratings below an advanced intermediate level will alert the ACCEs to complete a more focused review of the student’s performance. For the final experience, ratings below entry level will alert the ACCEs to complete a more focused review of the student’s performance.

**Course Grades:**
- Grading will be completed by the program ACCEs. Criteria that will be used to determine a Satisfactory grade will include: the clinical setting, experience with patients in that setting, progression of performance from midterm to final evaluations, whether or not “significant concerns” box is checked, the congruence between the midterm and final comments related to the five performance dimensions, and the ratings provided on the CPI.

**Site Evaluations:**
- The student will evaluate the clinical site using an on-line questionnaire following the completion of the clinical experience. This form must be submitted on-line within one week of the completion of the experience.
- During each clinical experience, the ACCE will attempt to contact the student and/or the CCCE at least once by telephone or email to check on performance.
**Unsatisfactory Clinic Performance/Behavior Issues**
- When a problem with clinic performance is noted, all efforts should be made to resolve the problem with CCCE, CI and student input. The desired change in behavior should be outlined and opportunities for the student to demonstrate change should be allowed.
- If the problem cannot satisfactorily be resolved, the student and the CCCE should contact the ACCE immediately. The ACCE will then serve as a mediator between the student and the CCCE or CI. If possible, a clinic site visit will be completed with the individuals involved.
- Reassignment of the clinical experience may occur if the problem is deemed unresolvable, the student or CCCE requests termination of the clinical experience, and if another site can be arranged where the student may be able to satisfactorily complete the clinical experience.
- If, following the above arbitration, the student’s overall performance is not judged to be satisfactory, this should be reported to the ACCE.
- The Program’s ACCEs have the final responsibility of assigning a grade. Prior to assigning a grade the ACCEs discuss all student evaluations by the clinical instructors. In addition to clinical instructor ratings and comments, multiple other sources of information are given due consideration. The grading decisions made by the ACCE will also consider clinical setting, experience with patients in that setting progression of performance from midterm to final evaluations, whether or not “significant concerns” box is checked, and the congruence between the midterm and final comments related to the five performance dimensions and the ratings provided on the CPI.
- All five segments of the full-time Clinical Education in Physical Therapy courses (PTRS:6792; PTRS:6793; PTRS:6794; PTRS:6795; PTRS:6796) must be completed with a Satisfactory (S) grade.
- A grade of Unsatisfactory (U) in a segment will require the student to be reviewed by the Graduate Student Review & Promotions Committee. If a student receives a grade of U, they will not receive Graduate College credit and may be unable to continue in the program until graduate credit for that course is earned.
- A grade of Incomplete (I) in a segment may require the student to be reviewed by the Graduate Student Review & Promotions Committee. A student receiving an Incomplete may be allowed to continue in the program during remediation. The Incomplete will turn into an F if not remediated by the end of the next full semester.

**MANAGING COMPLAINTS**
Clinical Education complaints are first brought to the attention of the Academic Coordinators of Clinical Education (ACCEs). Other complaints are managed at the departmental committee level. If the complaint is not resolved by the ACCEs or committee, then it is referred on to the department chair. Curricular complaints not handled at the committee level or by the chair, can be directed to the Commission on Accreditation in Physical Therapy Education, 703-706-3245 or accreditation@apta.org.
Appendix 1

Student Performance Evaluation

PTRS:5790 Integrated Clinical Education in Physical Therapy I
Thank you for mentoring the first year physical therapy students from The University of Iowa. Your cooperation in taking a few minutes to provide feedback to our Program and the student is greatly appreciated. Those tasks marked with an asterisk (*) were covered in their summer classes, the other tasks will be covered this fall. We strongly encourage our students to actively participate in these patient care skills with your supervision. If you ever have any comments or concerns, please feel free to contact Marcie Becker at 319-335-8552 or marcie-becker@uiowa.edu. Thank you for your contributions to our Department.

OBSERVED PERFORMED  Check all of the following that apply:

☐ ☐ Positioning/Draping *
☐ ☐ History Taking/Pt Interviewing *
☐ ☐ Writing Clinical Notes
☐ ☐ Assessment of Vitals *
☐ ☐ Bed Mobility/Transfers *
☐ ☐ Tilt Table *
☐ ☐ Goniometry of UE
☐ ☐ MMT of UE
☐ ☐ Gait Training with Assistive Device *
☐ ☐ Wheelchair Skills *
☐ ☐ Goniometry of LE
☐ ☐ MMT of LE
☐ ☐ Spine ROM Assessment
☐ ☐ Trunk MMT
☐ ☐ Gait Analysis

Comments regarding above performance or observation:

An objective for the first semester clinical rotations is to develop and expand interpersonal relations and communication with patients and clinic staff. Please provide written feedback for the student regarding his/her interactions with patients and clinic staff:
Appendix 2

Student Performance Evaluation

PTRS:5791 Integrated Clinical Education in Physical Therapy II
Clinical Instructors: Please use this form to provide some feedback to this student following their rotation through your clinic. Contact Kelly Sass at Kelly-sass@uiowa.edu or 319-335-9798 if you have any questions or concerns.

**Examination and intervention skills already covered:** (Please circle any skills the student had an opportunity to practice at your clinic)

- Patient Interviewing
- Vital Signs
- Documentation
- Transfers
- Gait Training with Assistive Devices
- Goniometry
- Manual Muscle Testing

**Examination and intervention skills being taught this semester:** (Please circle any skills the student had an opportunity to practice at your clinic)

- Cervical Spine Assessment
- Thoracic Spine Assessment
- Lumbar Spine Assessment
- SI Joint
- Thermal Agents
- Ultrasound
- Soft Tissue Mobilization
- Biofeedback
- Iontophoresis

Did the student perform the above skill(s) satisfactorily given his or her level of education?

Yes  No

Comments:

University of Iowa students are expected to demonstrate the seven core values of professionalism while in the clinic. These core values include: accountability, altruism, compassion/caring, excellence, integrity, professional duty and social responsibility.

Did the student demonstrate professional behavior while interacting with the patient/family and staff at your clinic?

Yes  No

Comments:
Appendix 3

Student Performance Evaluation

PTRS:6792 Integrated Clinical Education in Physical Therapy IV
Department of Physical Therapy & Rehabilitation Science
The University of Iowa

STUDENT PERFORMANCE EVALUATION*
PTRS:6792/Integrated Clinical Education in Physical Therapy IV
(2 Week Clinical Experience)
2nd Year DPT Students

Student Name: ____________________________________________

Dates of Clinical Experience: ____________________________________________

Name of Clinical Facility: _______________________________________________________________________________________

Address: _____________________________________________________________________________________________________
(Street)

____________________________________________________________________________________________________________
(City)      (State)   (Zip)

Clinical Instructor’s Name: _______________________________________________________________________________________
(Please Print)

Note: We want your candid and honest opinion regarding student performance. We will respect your opinion and utilize it in working individually with students to achieve the desired goal of expertise in the care of patients. Fill in the circle along the continuum which reflects your evaluation of the student with respect to each characteristic. If you had no opportunity to observe a characteristic, check the “did not observe” circle.

Please complete this form, discuss it with the student, sign and return it to Kelly Sass or Marcie Becker, Academic Coordinators of Clinical Education, Department of Physical Therapy & Rehabilitation Science, The University of Iowa, 1-252 Medical Education Building, Iowa City IA 52242-1190.

Questions or suggestions concerning completion of this form may be directed to Kelly Sass (319-335-9798; kelly-sass@uiowa.edu) or Marcie Becker (319-335-8552; marcie-becker@uiowa.edu) Academic Coordinators of Clinical Education.

Date of Student Performance Evaluation: January 3-13, 2017

Clinical Instructor Signature: _____________________________________________________________________________________

Student Signature: ______________________________________________________________________________________________

*The University of Iowa Department of Physical Therapy & Rehabilitation Science utilizes this evaluation form for this two week clinical experience. The Physical Therapist Clinical Performance Instrument (PT CPI Web) is used for the 6 & 9 week long clinical internships.
<table>
<thead>
<tr>
<th>For level of training</th>
<th>Does not meet expectations</th>
<th>Meets expectations</th>
<th>Far exceeds expectations</th>
<th>Did not Observe</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Gathers appropriate information during patient history taking.</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>2. Locates and interprets information in patient medical record pertinent to PT.</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>3. Relates concepts learned in classroom to specific clinical situations.</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>4. Performs the following clinical skills:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. vital signs</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>b. positioning</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>c. transfers</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>d. gait training with assist devices</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>e. goniometry</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>f. MMT</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>g. physical agents</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>h. spine exam &amp; intervention</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>i. UE exam &amp; intervention</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>j. other</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>5. Demonstrates awareness of contraindications &amp; precautions to treatment</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>6. Documents a progress note in a concise, accurate format</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>7. Establishes rapport with patients</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>8. Demonstrates respect for patients</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>9. Works well with all members of healthcare team</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>10. Demonstrates sensitivity &amp; competence when working with people of diverse backgrounds</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>11. Shows initiative in addressing deficits in own knowledge/skills</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
</tbody>
</table>

**Student Strengths:**

**Suggestions for Improvement:**
### DEFINITIONS OF PERFORMANCE DIMENSIONS AND RATING SCALE ANCHORS

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>DEFINITIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Performance Dimensions</strong></td>
<td></td>
</tr>
</tbody>
</table>
| Supervision/Guidance   | Level and extent of assistance required by the student to achieve entry-level performance.  
   - As a student progresses through clinical education experiences, the degree of supervision/guidance needed is expected to progress from 100% supervision to being capable of independent performance with consultation and may vary with the complexity of the patient or environment. |
| Quality                | Degree of knowledge and skill proficiency demonstrated.  
   - As a student progresses through clinical education experiences, quality should range from demonstration of limited skill to a skilled performance. |
| Complexity             | Number of elements that must be considered relative to the task, patient, and/or environment.  
   - As a student progresses through clinical education experiences, the level of complexity of tasks, patient management, and the environment should increase, with fewer elements being controlled by the CI. |
| Consistency            | Frequency of occurrences of desired behaviors related to the performance criterion.  
   - As a student progresses through clinical education experiences, consistency of quality performance is expected to progress from infrequently to routinely. |
| Efficiency             | Ability to perform in a cost-effective and timely manner.  
   - As the student progresses through clinical education experiences, efficiency should progress from a high expenditure of time and effort to economical and timely performance. |
| **Rating Scale Anchors** |                                                                                                                                                                                                             |
| **Beginning performance** | A student who requires close clinical supervision 100% of the time managing patients with constant monitoring and feedback, even with patients with simple conditions.  
   - At this level, performance is inconsistent and clinical reasoning* is performed in an inefficient manner.  
   - Performance reflects little or no experience.  
   - The student does not carry a caseload. |
| **Advanced beginner performance** | A student who requires clinical supervision 75% – 90% of the time managing patients with simple conditions, and 100% of the time managing patients with complex conditions.  
   - At this level, the student demonstrates consistency in developing proficiency with simple tasks (e.g., medical record review, goniometry, muscle testing, and simple interventions), but is unable to perform skilled examinations, interventions, and clinical reasoning skills.  
   - The student may begin to share a caseload with the clinical instructor. |
| **Intermediate performance** | A student who requires clinical supervision less than 50% of the time managing patients with simple conditions, and 75% of the time managing patients with complex conditions.  
   - At this level, the student is proficient with simple tasks and is developing the ability to consistently perform skilled examinations, interventions, and clinical reasoning.  
   - The student is capable of maintaining 50% of a full-time physical therapist's caseload. |
| **Advanced intermediate performance** | A student who requires clinical supervision less than 25% of the time managing new patients or patients with complex conditions and is independent managing patients with simple conditions.  
   - At this level, the student is consistent and proficient in simple tasks and requires only occasional cueing for skilled examinations, interventions, and clinical reasoning.  
   - The student is capable of maintaining 75% of a full-time physical therapist's caseload. |
| **Entry-level performance** | A student who is capable of functioning without guidance or clinical supervision managing patients with simple or complex conditions.  
   - At this level, the student is consistently proficient and skilled in simple and complex tasks for skilled examinations, interventions, and clinical reasoning.  
   - Consults with others and resolves unfamiliar or ambiguous situations.  
   - The student is capable of maintaining 100% of a full-time physical therapist's caseload in a cost effective manner. |
| **Beyond entry-level performance** | A student who is capable of functioning without clinical supervision or guidance in managing patients with simple or highly complex conditions, and is able to function in unfamiliar or ambiguous situations.  
   - At this level, the student is consistently proficient at highly skilled examinations, interventions, and clinical reasoning, and is a capable of serving as a consultant or resource for others.  
   - The student is capable of maintaining 100% of a full-time physical therapist's caseload and seeks to assist others where needed.  
   - The student is capable of supervising others.  
   - The student willingly assumes a leadership role* for managing patients with more difficult or complex conditions. |

* © 1997, 2006 American Physical Therapy Association
Appendix 5

Physical Therapist Student Evaluation: Clinical Experience and Clinical Instruction
Clinical Site Location

Did you receive information from the clinical site prior to your arrival?

Did the on-site orientation provide you with an awareness of the information and resources you would need for the experience?

What else could have been provided during the orientation?

What was the frequency of time you spent with patients/clients in the following diagnostic categories?

<table>
<thead>
<tr>
<th>Category</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Musculoskeletal</td>
<td></td>
</tr>
<tr>
<td>Neuromuscular</td>
<td></td>
</tr>
<tr>
<td>Cardiopulmonary</td>
<td></td>
</tr>
<tr>
<td>Integumentary</td>
<td></td>
</tr>
<tr>
<td>Other (GI, GU, Renal, Metabolic, Endocrine)</td>
<td></td>
</tr>
</tbody>
</table>

What was the frequency of time spent with patients/clients in the following age categories?

<table>
<thead>
<tr>
<th>Age Category</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-12 years of age</td>
<td></td>
</tr>
<tr>
<td>13-21 years of age</td>
<td></td>
</tr>
<tr>
<td>22-65 years of age</td>
<td></td>
</tr>
<tr>
<td>Over 65 years of age</td>
<td></td>
</tr>
</tbody>
</table>

What was the frequency of time spent with patients/clients in the following continuum of case categories?

<table>
<thead>
<tr>
<th>Case Category</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acute/Critical Care, ICU</td>
<td></td>
</tr>
<tr>
<td>SNF/ECF/Sub-Acute</td>
<td></td>
</tr>
<tr>
<td>Rehabilitation</td>
<td></td>
</tr>
<tr>
<td>Outpatient/Ambulatory Care</td>
<td></td>
</tr>
<tr>
<td>Home Health/Hospice</td>
<td></td>
</tr>
<tr>
<td>Wellness/Fitness/Industry</td>
<td></td>
</tr>
</tbody>
</table>

What was the frequency of time spent in the following components of patient/client care?

<table>
<thead>
<tr>
<th>Component</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examination: Screening</td>
<td></td>
</tr>
<tr>
<td>Examination: History Taking</td>
<td></td>
</tr>
<tr>
<td>Examination: Systems Review</td>
<td></td>
</tr>
<tr>
<td>Examination: Tests and Measures</td>
<td></td>
</tr>
<tr>
<td>Evaluation</td>
<td></td>
</tr>
<tr>
<td>Diagnosis</td>
<td></td>
</tr>
<tr>
<td>Prognosis</td>
<td></td>
</tr>
<tr>
<td>Plan of Care</td>
<td></td>
</tr>
<tr>
<td>Interventions</td>
<td></td>
</tr>
<tr>
<td>Outcomes Assessment</td>
<td></td>
</tr>
</tbody>
</table>

How frequently did the clinic staff maintain an environment conducive to professional practice and growth in the following areas?

<table>
<thead>
<tr>
<th>Area</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Providing a helpful and supportive attitude for your role as a PT student.</td>
<td></td>
</tr>
<tr>
<td>Providing effective role models for problem solving, communication, and teamwork.</td>
<td></td>
</tr>
<tr>
<td>Demonstrating high morale and harmonious working relationships.</td>
<td></td>
</tr>
<tr>
<td>Adhering to ethical codes and standards.</td>
<td></td>
</tr>
</tbody>
</table>
Being sensitive to individual differences.
Using evidence to support clinical practice.
Being involved in professional development activities.
Being involved in district, state, regional, and/or national professional activities.

What suggestions could you offer to improve the environment for professional practice and growth?

Were there other students at this clinical site during your clinical experience? Identify the ratio of students to CIs for your clinical experience.

How did the clinical supervision ratio in the previous question influence your learning experience?

In addition to patient/client management, what other learning experiences did you participate in during this clinical experience?

Please provide any logistical suggestions for this location that may be helpful to future students. Include costs, names of resources, housing information, food, parking, etc.

---

Summary of Clinical Experience

Overall, how would you assess this clinical experience?

What specific qualities or skills do you believe a PT student should have to function successfully at this clinical site?

During this clinical experience, were you exposed to content not included in your previous PT academic preparation?

During this clinical experience, were you exposed to content not included in your previous PT academic preparation?

What suggestions would you offer to future physical therapy students for this clinical education experience?

What do you believe were the strengths of the PT academic preparation and/or coursework for this clinical experience?

What curricular suggestions do you have that would have prepared you better for this clinical experience?
Appendix 6

Graduate Student Review & Promotion
GRADUATE STUDENT REVIEW AND PROMOTION

Rules and Regulations of the Graduate College: The Rules and Regulations of the Graduate College apply to all students in the Department of Physical Therapy and Rehabilitation Sciences. These rules and regulations are published in the University’s General Catalog and a manual is available online at: http://www.grad.uiowa.edu/graduate-college-manual

Doctoral students in the Department of Physical Therapy and Rehabilitation Sciences are to maintain a 3.0 GPA on all courses in our curriculum. This does not include any transferred graduate credits that are not included in our curriculum.

All doctoral student on regular status shall be placed on probation if, after completing 9 semester hours of graded (A, B,C, D,F) graduate work at The University of Iowa, the student’s cumulative grade-point average falls below 3.0. If after completing 9 more hours of graded (A, B,C, D,F) graduate work at this University, the student’s cumulative grade-point average remains below 3.0, the student shall be dropped from the degree program and denied permission to re-register within a Graduate College doctoral degree program. The student may apply for and be accepted into a non-doctoral degree or certificate program. If after completing the second 9 semester hours, the cumulative grade-point average is at least 3.0, the student is returned to good standing.

If a student receives a grade of D, F or U in a course, they will not receive Graduate College credit and may be unable to continue in the program until graduate credit for that course is earned. If a student receives a grade of Incomplete in a course, they may be allowed to continue in the program during remediation. The Incomplete turns into an F if not remediated by the end of the next full semester.

Rules and Regulations of the Department of Physical Therapy & Rehabilitation Science:

The progress of all students will be evaluated by the Graduate Student Review and Promotion Committee following the completion of each academic session. The progress of individual students can be evaluated at any time as deemed necessary by circumstances or by the Chair. The results of these evaluations will be reported to the Chair and the Faculty, Staff, and Student Affairs Committee.

Committee Composition
- Three faculty, one PhD student, one DPT2 student.
- Student members will be recommended by their peers and approved by faculty committee members.
- Student members will serve one-year terms beginning June 1st each year.
- Students are non-voting members.
- Committee members will receive orientation and education regarding committee responsibilities by senior committee members.

Scope of the Committee

The purpose of the Graduate Student Review and Promotions Committee is to ensure that each person who graduates from The University of Iowa Department of Physical Therapy and Rehabilitation Sciences has adequate skills, knowledge, and judgment to assume appropriate professional responsibilities within the physical therapy profession. To perform these duties, the committee will depend upon the cooperation, advice and judgment of faculty, students and administration.

As deemed appropriate, the Graduate Student Review and Promotions Committee may request a meeting with a student in order to explore issues that are impeding their progress and/or their status in the program. The scope of the Review and Promotions Committee includes, but is not limited to, the following:
- Students who fail to receive a grade with Graduate College credit (A thru C- carries Graduate College credit) in courses or clinical education experiences.
- Unprofessional or unethical behavior such as plagiarism, dishonesty, theft, cheating, violation of patient confidentiality, alcohol or substance abuse-related violations, etc.
- Information obtained from criminal background checks will be assessed by the Chair of the Faculty, Staff, and Student Affairs Committee in concert with the Committee. The Chair will maintain the confidentiality of individuals except in cases where the incident is viewed to potentially impact professional behavior, necessitating review by the Graduate Student Review and Promotions Committee.
- Negative comments on clinical education evaluations.
- Persistently poor or marginal academic or clinical performance.
- Requests to extend the period of study beyond the usual time allowed.
- Former students applying for reinstatement to the Department after withdrawal or dismissal.
- Other purposes as determined by the Department Chair in consultation with the Review and Promotions Committee.

Except under extenuating circumstance that are communicated in writing, failure of the student to appear before the committee will be viewed as a negative response by the student when the issue is deliberated by the committee.

** Appearing before the Review and Promotions Committee **
- A written request will be provided outlining the purpose for an independent appearance before the Review and Promotions Committee.
- Students are expected to answer questions posed by the Committee members during the interview. In addition, if desired, students may bring a prepared statement to read at the meeting.
- The student may not contact the Review and Promotion Committee members in advance of or following the meeting regarding committee actions or deliberation.
- All deliberations and actions of the committee will be held in the strictest confidence.

** Review and Promotion Committee Actions **
- Following the interview with the student, Committee members will discuss the student’s situation and faculty members will vote on a recommendation to be sent to the Department Chair. The Committee has the authority to recommend:
  - No action is necessary.
  - Changes in the students’ program of study.
  - A plan of action or recommendation for corrective action on issues of professionalism or behaviors.
  - Dismissal
- When voting on a recommendation, three faculty members must be present at the meeting and a simple majority is required for passing a recommendation.
- Review and Promotion Committee members may recuse themselves from an interview and discussion on a student if they feel there may be a conflict of interest. Faculty members who recuse themselves will temporarily be replaced by faculty members appointed by the Department Chair.
- Official paperwork outlining the Committee’s recommendation will be delivered to the Department Chair and the student within 3 working days of the Review and Promotion Committee meeting.

** Department Chair Actions **
- The Department Chair will review the recommendations of the Committee and make a decision on the recommendation within 3 working days of the Review and Promotions Committee meeting and indicate that decision with his signature.
- A student may schedule an appointment with the Chair to discuss the Review and Promotion Committee’s recommendation prior to the Chair’s decision and within the 3 working days referenced above.
A student wishing to appeal the Chair’s decision must submit a letter to the Chair within 3 working days of receiving notification of that decision, with a copy to the Associate Dean of Academic Affairs of the Graduate College.

Grievance Procedures:
In general, the Department adheres to the policies of the current issue of the Manual of Rules and Regulations of the Graduate College as specified in Section IV.E. The manual is available online at: http://www.grad.uiowa.edu/manual-table-of-contents
This manual also states that "If a student judges the dismissal decision improper, the student has a right to review. Each department shall establish procedures for handling such reviews." The following procedures will be followed by the Department of Physical Therapy and Rehabilitation Sciences.

1. The Department Chair will appoint a minimum of three graduate faculty members and two students at the beginning of each academic year to serve, if called upon, as members of the Grievance Committee. (Members will be different from those currently serving on the Graduate Student Review and Promotions Committee).
2. Prior to the formal initiation of the grievance process, a student should discuss the grievances with the Department Chair in an attempt to resolve such grievances informally.
3. If the student continues to feel the decision is improper and cannot be resolved through the discussion provided for in #2 above, the student shall forward a written request for review of the decision to the Department Chair. The letter should outline the grievances in reasonable detail. In addition, the student should choose two of the graduate faculty members and students from those chosen to serve on the committees, to constitute his/her review committee.
4. The Department Chair shall designate a chairman of the review committee from those committee members identified by the student.
5. The review committee chairman shall convene the committee as soon as possible. Normally it is expected that the review process will be completed within two weeks of its formal initiation by the student.
6. The student requesting the review shall have the opportunity to discuss the grievances directly with the committee and provide any supporting material relevant to the review.
7. The review committee shall then determine what additional information or consultation is necessary to complete their review.
8. Upon review of relevant information the review committee shall communicate their findings and recommendations in writing to the student and the Department Chair. The committee’s report should include major considerations in the decision.
Appendix 7

Clinical Site Information Form (CSIF)
Why have a consistent Clinical Site Information Form?

The primary purpose of this form is for Physical Therapist (PT) and Physical Therapist Assistant (PTA) academic programs to collect information from clinical education sites. This information will facilitate clinical site selection, student placements, assessment of learning experiences and clinical practice opportunities available to students; and provide assistance with completion of documentation for accreditation in clinical education.

How is the form designed?

The form is divided into two sections, Information for Academic Programs - Part I (pages 3-14) and Information for Students - Part II (pages 15-17), to allow ease in retrieval of information for academic programs and for students, especially if the academic program is using a database to manage the information. Duplication of information being requested is kept to a minimum except when separation of Part I and Part II of the form would omit critical information needed by both students and the academic program. The form is also designed using a check-off format wherever possible to reduce the amount of time required for completion. This instrument can be retrieved from APTA's website at www.apta.org. Simply select the link titled “PT Education”, then the link titled “Clinical Education” and choose “Clinical Site Information Form”.

Although using a computer to complete the form is not mandatory, it is highly recommended to facilitate legible updates with minimal time investment from your facility. Additionally, the information provided will be more legible to students, academic programs, and the APTA’s Department of Physical Therapy Education. The form includes several features designed to streamline navigation, including a hyperlinked index on page 18. (Please note that several of the hyperlinks contained in the document require your computer to have an open internet connection and a web browser).

If you prefer to complete the form manually, you may download the CSIF from APTA's website (see above). If you do not have access to a computer for this purpose, hard copies of the CSIF are available from the APTA Department of Physical Therapy Education, as well as from all PT and PTA academic programs through their Academic Coordinator of Clinical Education (ACCE).

What should I do once the form has been completed?

We encourage you to invest the time to complete the form thoroughly and accurately. Once the form has been completed, the clinical education site may e-mail the instrument to each academic program with which it affiliates, minimizing administrative time and associated costs. Please remember to make a copy of this form and retain for your records! To assist in maintaining accurate and relevant information about your physical therapy service for academic programs and students, we encourage you to update this form on an annual basis.

In addition, to develop and maintain an accurate and comprehensive national database of clinical education sites, we request that a copy of the completed form be e-mailed to the Department of Physical Therapy Education at csif@apta.org or mail to:

American Physical Therapy Association
Department of Physical Therapy Education
1111 North Fairfax Street
Alexandria, Virginia 22314

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DIRECTIONS FOR COMPLETION:

If using a computer to complete this form:
When completing this form, after opening the original form, and before entering your facility’s information, save the form. The title should be your zip code, your site’s name, and the date (eg, 90210BevHillsRehab10-26-99. Please note that the date must be set apart with dashes; if slashes are used, the computer will unsuccessfully search for a directory and return an error message). Saving the document will preserve the original copy on the disk or hard drive, allowing for you to easily update your information. When completing, use the tab key or arrow keys to move to the desired blank space (the form is comprised of a series of tables to enable use of the tab key for easier data entry). Enter relevant information only in blank spaces as appropriate to your clinical site.

What should I do if my physical therapy service is associated with multiple satellite sites that also provide clinical learning experiences?

If your physical therapy service is associated with multiple satellite sites (for example, corporate hospital mergers) that offer clinical learning experiences, such as an acute care hospital that also provides clinical rotations at associated sports medicine and long-term care facilities, you will need to complete pages 3 and 4. On page 3, provide the primary clinical site for the clinical experience. On page 4, indicate other clinical sites or satellites associated with the primary clinical site. Please note that if the individual facility information varies with each satellite site that offers a clinical experience, it will be necessary to duplicate a blank CSIF and complete the form for each satellite site that offers different clinical learning experiences.

What should I do if specific items are not applicable to my clinical site or I need to further clarify a response?

If specific items on the form do not apply to your clinical education site at the time you are completing the form, please leave the item blank. Opportunities to provide comments have been made available throughout the form.
## CLINICAL SITE INFORMATION FORM

### I. Information About the Clinical Site

<table>
<thead>
<tr>
<th>Person Completing Questionnaire</th>
<th>E-mail address of person completing questionnaire</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of Clinical Center</td>
<td></td>
</tr>
<tr>
<td>Street Address</td>
<td></td>
</tr>
<tr>
<td>City</td>
<td>State</td>
</tr>
<tr>
<td>Facility Phone</td>
<td>Ext.</td>
</tr>
<tr>
<td>PT Department Phone</td>
<td>Ext.</td>
</tr>
<tr>
<td>PT Department Fax</td>
<td></td>
</tr>
<tr>
<td>PT Department E-mail</td>
<td></td>
</tr>
<tr>
<td>Web Address</td>
<td></td>
</tr>
<tr>
<td>Director of Physical Therapy</td>
<td></td>
</tr>
<tr>
<td>Director of Physical Therapy E-mail</td>
<td></td>
</tr>
<tr>
<td>Center Coordinator of Clinical Education (CCCE) / Contact Person</td>
<td></td>
</tr>
<tr>
<td>CCCE / Contact Person Phone</td>
<td></td>
</tr>
<tr>
<td>CCCE / Contact Person E-mail</td>
<td></td>
</tr>
</tbody>
</table>

Date ( / / )
Complete the following table(s) if there are multiple sites that are part of the same health care system or practice. Copy this table before entering information if you need more space.

<table>
<thead>
<tr>
<th>Name of Clinical Site</th>
<th>Street Address</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>City</th>
<th>State</th>
<th>Zip</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Facility Phone</th>
<th>Ext.</th>
</tr>
</thead>
<tbody>
<tr>
<td>PT Department Phone</td>
<td>Ext.</td>
</tr>
<tr>
<td>Fax Number</td>
<td>Facility E-mail</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Director of Physical Therapy</th>
<th>E-mail</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Center Coordinator of Clinical Education/contact (CCCE)</th>
<th>E-mail</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Name of Clinical Site</th>
<th>Street Address</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>City</th>
<th>State</th>
<th>Zip</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Facility Phone</th>
<th>Ext.</th>
</tr>
</thead>
<tbody>
<tr>
<td>PT Department Phone</td>
<td>Ext.</td>
</tr>
<tr>
<td>Fax Number</td>
<td>Facility E-mail</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Director of Physical Therapy</th>
<th>E-mail</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Center Coordinator of Clinical Education/contact (CCCE)</th>
<th>E-mail</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Name of Clinical Site</th>
<th>Street Address</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>City</th>
<th>State</th>
<th>Zip</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Facility Phone</th>
<th>Ext.</th>
</tr>
</thead>
<tbody>
<tr>
<td>PT Department Phone</td>
<td>Ext.</td>
</tr>
<tr>
<td>Fax Number</td>
<td>Facility E-mail</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Director of Physical Therapy</th>
<th>E-mail</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Center Coordinator of Clinical Education/contact (CCCE)</th>
<th>E-mail</th>
</tr>
</thead>
</table>

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### Clinical Site Accreditation/Ownership

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>Date of Last Accreditation/Certification</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Is your clinical site certified/ accredited? If no, go to #3.

2. If yes, by whom?
   - JCAHO
   - CARF
   - Government Agency (e.g., CORF, PTIP, rehab agency, state, etc.)
   - Other

3. Who or what type of entity owns your clinical site?
   - [ ] PT owned
   - [ ] Hospital Owned
   - [ ] General business / corporation
   - [ ] Other (please specify) ________________________

4. Place the number 1 next to your clinical site’s primary classification -- noted in **bold type**. Next, if appropriate, mark (X) up to four additional **bold typed categories** that describe other clinical centers associated with your primary classification. Beneath each of the **five possible bold typed categories**, mark (X) the specific learning experiences/settings that best describe that facility.

```
<table>
<thead>
<tr>
<th>Acute Care/Hospital Facility</th>
<th>Functional Capacity Exam- FCE</th>
<th>spinal cord injury</th>
</tr>
</thead>
<tbody>
<tr>
<td>university teaching hospital</td>
<td>industrial rehab</td>
<td>traumatic brain injury</td>
</tr>
<tr>
<td>pediatric</td>
<td>other (please specify)</td>
<td>other</td>
</tr>
<tr>
<td>cardiopulmonary</td>
<td>Federal/State/County Health</td>
<td>School/Preschool Program</td>
</tr>
<tr>
<td>orthopedic</td>
<td>Veteran’s Administration</td>
<td>school system</td>
</tr>
<tr>
<td>other</td>
<td>pediatric develop. ctr.</td>
<td>preschool program</td>
</tr>
<tr>
<td>Ambulatory Care/Outpatient</td>
<td>adult develop. ctr.</td>
<td>early intervention</td>
</tr>
<tr>
<td>geriatric</td>
<td>other</td>
<td>other</td>
</tr>
<tr>
<td>hospital satellite</td>
<td>Home Health Care</td>
<td>Wellness/Prevention Program</td>
</tr>
<tr>
<td>medicine for the arts</td>
<td>agency</td>
<td>on-site fitness center</td>
</tr>
<tr>
<td>orthopedic</td>
<td>contract service</td>
<td>other</td>
</tr>
<tr>
<td>pain center</td>
<td>hospital based</td>
<td>Other</td>
</tr>
<tr>
<td>pediatric</td>
<td>other</td>
<td>international clinical site</td>
</tr>
<tr>
<td>podiatric</td>
<td>Rehab/Subacute Rehab</td>
<td>administration</td>
</tr>
<tr>
<td>sports PT</td>
<td>inpatient</td>
<td>research</td>
</tr>
<tr>
<td>other</td>
<td>outpatient</td>
<td>other</td>
</tr>
<tr>
<td>ECF/Nursing Home/SNF</td>
<td>pediatric</td>
<td></td>
</tr>
<tr>
<td>Ergonomics</td>
<td>adult</td>
<td></td>
</tr>
<tr>
<td>work hardening/conditioning</td>
<td>geriatric</td>
<td></td>
</tr>
</tbody>
</table>

4a. Which of these best characterizes your clinic’s location? Indicate with an ‘X’.

<table>
<thead>
<tr>
<th>rural</th>
<th>suburban</th>
<th>urban</th>
</tr>
</thead>
</table>
```
5. If your clinical site provides inpatient care, what are the number of:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Acute beds</td>
<td>ECF beds</td>
</tr>
<tr>
<td>Long term beds</td>
<td>Psych beds</td>
</tr>
<tr>
<td>Rehab beds</td>
<td>Step down beds</td>
</tr>
<tr>
<td>Subacute/transitional care unit</td>
<td>Other beds</td>
</tr>
<tr>
<td>(please specify):</td>
<td></td>
</tr>
<tr>
<td><strong>Total Number of Beds</strong></td>
<td></td>
</tr>
</tbody>
</table>

II. Information about the Provider of Physical Therapy Service at the Primary Center

6. PT Service hours

<table>
<thead>
<tr>
<th>Days of the Week</th>
<th>From: (a.m.)</th>
<th>To: (p.m.)</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuesday</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wednesday</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thursday</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friday</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Saturday</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sunday</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7. Describe the staffing pattern for your facility: Standard 8 hour day ______ Varied schedules ______
(Enter additional remarks in space below, including description of weekend physical therapy staffing pattern).

8. Indicate the number of full-time and part-time budgeted and filled positions:

<table>
<thead>
<tr>
<th></th>
<th>Full-time budgeted</th>
<th>Part-time budgeted</th>
</tr>
</thead>
<tbody>
<tr>
<td>PTs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PTAs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aides/Techs</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

9. Estimate an average number of patients per therapist treated per day by the provider of physical therapy.

<table>
<thead>
<tr>
<th></th>
<th>INPATIENT</th>
<th>OUTPATIENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual PT</td>
<td></td>
<td>Individual PT</td>
</tr>
<tr>
<td>Individual PTA</td>
<td></td>
<td>Individual PTA</td>
</tr>
<tr>
<td>Total PT service per day</td>
<td>Total PT service per day</td>
<td></td>
</tr>
</tbody>
</table>
### III. Available Learning Experiences

10. Please mark (X) the diagnosis related learning experiences available at your clinical site:

<table>
<thead>
<tr>
<th>Diagnosis</th>
<th>Learning Experience</th>
<th>Other (specify below)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amputations</td>
<td>Critical care/Intensive care</td>
<td>Neurologic conditions</td>
</tr>
<tr>
<td>Arthritis</td>
<td>Degenerative diseases</td>
<td>Spinal cord injury</td>
</tr>
<tr>
<td>Athletic injuries</td>
<td>General medical conditions</td>
<td>Traumatic brain injury</td>
</tr>
<tr>
<td>Burns</td>
<td>General surgery/Organ Transplant</td>
<td>Other neurologic conditions</td>
</tr>
<tr>
<td>Cardiac conditions</td>
<td>Hand/Upper extremity</td>
<td>Oncologic conditions</td>
</tr>
<tr>
<td>Cerebral vascular accident</td>
<td>Industrial injuries</td>
<td>Orthopedic/Musculoskeletal</td>
</tr>
<tr>
<td>Chronic pain/Pain</td>
<td>ICU (Intensive Care Unit)</td>
<td>Pulmonary conditions</td>
</tr>
<tr>
<td>Connective tissue diseases</td>
<td>Mental retardation</td>
<td>Wound Care</td>
</tr>
<tr>
<td>Congenital/Developmental</td>
<td></td>
<td>Other (specify below)</td>
</tr>
</tbody>
</table>

11. Please mark (X) all special programs/activities/learning opportunities available to students during clinical experiences, or as part of an independent study:

<table>
<thead>
<tr>
<th>Program/Activity</th>
<th>Learning Experience</th>
<th>Other (specify below)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration</td>
<td>Industrial/Ergonomic PT</td>
<td>Prevention/Wellness</td>
</tr>
<tr>
<td>Aquatic therapy</td>
<td>Inservice training/Lectures</td>
<td>Pulmonary rehabilitation</td>
</tr>
<tr>
<td>Back school</td>
<td>Neonatal care</td>
<td>Quality Assurance/CQI/TQM</td>
</tr>
<tr>
<td>Biomechanics lab</td>
<td>Nursing home/ECF/SNF</td>
<td>Radiology</td>
</tr>
<tr>
<td>Cardiac rehabilitation</td>
<td>On the field athletic injury</td>
<td>Research experience</td>
</tr>
<tr>
<td>Community/Re-entry activities</td>
<td>Orthotic/Prosthetic fabrication</td>
<td>Screening/Prevention</td>
</tr>
<tr>
<td>Critical care/Intensive care</td>
<td>Pain management program</td>
<td>Sports physical therapy</td>
</tr>
<tr>
<td>Departmental administration</td>
<td>Pediatric-General (emphasis on):</td>
<td>Surgery (observation)</td>
</tr>
<tr>
<td>Early intervention</td>
<td>Classroom consultation</td>
<td>Team meetings/Rounds</td>
</tr>
<tr>
<td>Employee intervention</td>
<td>Developmental program</td>
<td>Women’s Health/OB-GYN</td>
</tr>
<tr>
<td>Employee wellness program</td>
<td>Mental retardation</td>
<td>Work Hardening/Conditioning</td>
</tr>
<tr>
<td>Group programs/Classes</td>
<td>Musculoskeletal</td>
<td>Wound care</td>
</tr>
<tr>
<td>Home health program</td>
<td>Neurological</td>
<td>Other (specify below)</td>
</tr>
</tbody>
</table>

12. Please mark (X) all Specialty Clinics available as student learning experiences:

<table>
<thead>
<tr>
<th>Clinic</th>
<th>Department</th>
<th>Other (specify below)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amputee clinic</td>
<td>Neurology clinic</td>
<td>Screening clinics</td>
</tr>
<tr>
<td>Arthritis</td>
<td>Orthopedic clinic</td>
<td>Developmental</td>
</tr>
<tr>
<td>Feeding clinic</td>
<td>Pain clinic</td>
<td>Scoliosis</td>
</tr>
<tr>
<td>Hand clinic</td>
<td>Preparticipation in sports</td>
<td>Sports medicine clinic</td>
</tr>
<tr>
<td>Hemophilia Clinic</td>
<td>Prosthetic/Orthotic clinic</td>
<td>Other (specify below)</td>
</tr>
<tr>
<td>Industry</td>
<td>Seating/Mobility clinic</td>
<td></td>
</tr>
</tbody>
</table>
13. Please mark (X) all health professionals at your clinical site with whom students might observe and/or interact.

<table>
<thead>
<tr>
<th>Administrators</th>
<th>Health information technologists</th>
<th>Psychologists</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alternative Therapies</td>
<td>Nurses</td>
<td>Respiratory therapists</td>
</tr>
<tr>
<td>Athletic trainers</td>
<td>Occupational therapists</td>
<td>Therapeutic recreation therapists</td>
</tr>
<tr>
<td>Audiologists</td>
<td>Physicians (list specialties)</td>
<td>Social workers</td>
</tr>
<tr>
<td>Dietitians</td>
<td>Physician assistants</td>
<td>Special education teachers</td>
</tr>
<tr>
<td>Enterostomal Therapist</td>
<td>Podiatrists</td>
<td>Vocational rehabilitation counselors</td>
</tr>
<tr>
<td>Exercise physiologists</td>
<td>Prosthetists /Orthotists</td>
<td>Others (specify below)</td>
</tr>
</tbody>
</table>

14. List all PT and PTA education programs with which you currently affiliate.


15. What criteria do you use to select clinical instructors? (mark (X) all that apply):

<table>
<thead>
<tr>
<th>APTA Clinical Instructor Credentialing</th>
<th>Demonstrated strength in clinical teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career ladder opportunity</td>
<td>No criteria</td>
</tr>
<tr>
<td>Certification/Training course</td>
<td>Therapist initiative/volunteer</td>
</tr>
<tr>
<td>Clinical competence</td>
<td>Years of experience</td>
</tr>
<tr>
<td>Delegated in job description</td>
<td>Other (please specify)</td>
</tr>
</tbody>
</table>

16. How are clinical instructors trained? (mark (X) all that apply)

<table>
<thead>
<tr>
<th>1:1 individual training (CCCE:CI)</th>
<th>Continuing education by consortia</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic for-credit coursework</td>
<td>No training</td>
</tr>
<tr>
<td>APTA Clinical Instructor Credentialing</td>
<td>Professional continuing education (eg, chapter, CEU course)</td>
</tr>
<tr>
<td>Clinical center inservices</td>
<td>Other (please specify)</td>
</tr>
<tr>
<td>Continuing education by academic program</td>
<td></td>
</tr>
</tbody>
</table>

17. On pages 9 and 10 please provide information about individual(s) serving as the CCCE(s), and on pages 11 and 12 please provide information about individual(s) serving as the CI(s) at your clinical site.
## ABBREVIATED RESUME FOR CENTER COORDINATORS OF CLINICAL EDUCATION

*Please update as each new CCCE assumes this position.*

<table>
<thead>
<tr>
<th>NAME:</th>
<th>Length of time as the CCCE:</th>
</tr>
</thead>
<tbody>
<tr>
<td>DATE: (mm/dd/yy)</td>
<td>Length of time as the CI:</td>
</tr>
</tbody>
</table>
| PRESENT POSITION: (Title, Name of Facility) | Mark (X) all that apply:  
  ____ PT  
  ____ PTA  
  ____ Other, specify | Length of time in clinical practice: |
| LICENSURE: (State/Numbers) | Credentialed Clinical Instructor:  
  Yes_____ No_______ |
| Eligible for Licensure: Yes___ No____ | Certified Clinical Specialist: |
| | Area of Clinical Specialization: |
| | Other credentials: |

### SUMMARY OF COLLEGE AND UNIVERSITY EDUCATION (start with most current):

<table>
<thead>
<tr>
<th>INSTITUTION</th>
<th>PERIOD OF STUDY</th>
<th>MAJOR</th>
<th>DEGREE</th>
</tr>
</thead>
<tbody>
<tr>
<td>FROM</td>
<td>TO</td>
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</tbody>
</table>

### SUMMARY OF PRIMARY EMPLOYMENT (For current and previous four positions since graduation from college; start with most current):

<table>
<thead>
<tr>
<th>EMPLOYER</th>
<th>POSITION</th>
<th>PERIOD OF EMPLOYMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>FROM</td>
<td>TO</td>
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</tbody>
</table>

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76
CONTINUING PROFESSIONAL PREPARATION RELATED DIRECTLY TO CLINICAL TEACHING RESPONSIBILITIES (for example, academic for credit courses [dates and titles], continuing education [courses and instructors], research, clinical practice/expertise, etc. in the last five years):

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>
CLINICAL INSTRUCTOR INFORMATION

Provide the following information on all PTs or PTAs employed at your clinical site who are CIs.

<table>
<thead>
<tr>
<th>Name</th>
<th>School from Which CI Graduated</th>
<th>PT/PTA</th>
<th>Year of Graduation</th>
<th>No. of Years of Clinical Practice</th>
<th>No. of Years of Clinical Teaching</th>
<th>Credentialed CI Specialist Certification Other</th>
<th>L/E/T Number</th>
<th>State of Licensure</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

(Continued on next page)
<table>
<thead>
<tr>
<th>Name</th>
<th>School from Which CI Graduated</th>
<th>PT/PTA</th>
<th>Year of Graduation</th>
<th>No. of Years of Clinical Practice</th>
<th>No. of Years of Clinical Teaching</th>
<th>Credentialed CI Specialist Certification</th>
<th>Other</th>
<th>L/E/T Number</th>
<th>State of Licensure</th>
</tr>
</thead>
<tbody>
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</tr>
</tbody>
</table>
18. Indicate professional educational levels at which you accept PT and PTA students for clinical experiences (mark (X) all that apply).

<table>
<thead>
<tr>
<th>Physical Therapist</th>
<th>Physical Therapist Assistant</th>
</tr>
</thead>
<tbody>
<tr>
<td>First experience</td>
<td>First experience</td>
</tr>
<tr>
<td>Intermediate</td>
<td>Intermediate experiences</td>
</tr>
<tr>
<td>Final experience</td>
<td>Final experience</td>
</tr>
<tr>
<td>Internship</td>
<td></td>
</tr>
</tbody>
</table>

19. Indicate the range of weeks you will accept students for any single full-time (36 hrs/wk) clinical experience.

20. Indicate the range of weeks you will accept students for any one part-time (< 36 hrs/wk) clinical experience.

21. Average number of PT and PTA students affiliating per year.

22. What is the procedure for managing students with exceptional qualities that might affect clinical performance (eg, outstanding students, students with learning/performance deficits, learning disability, physically challenged, visually impaired)?

23. **Answer if the clinical center employs only one PT or PTA.** Explain what provisions are made for students if the clinical instructor is ill or away from the clinical site.
<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>24. Does your clinical site provide written clinical education objectives to students?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>If no, go to # 27.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>25. Do these objectives accommodate:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>the student’s objectives?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>students prepared at different levels within the academic curriculum?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>academic program's objectives for specific learning experiences?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>students with disabilities?</td>
<td></td>
</tr>
<tr>
<td>26. Are all professional staff members who provide physical therapy services acquainted with the site's learning objectives?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

27. When do the CCCE and/or CI discuss the clinical site's learning objectives with students? *(mark (X) all that apply)*

<table>
<thead>
<tr>
<th></th>
<th>Beginning of the clinical experience</th>
<th>At mid-clinical experience</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Daily</td>
<td>At end of clinical experience</td>
</tr>
<tr>
<td></td>
<td>Weekly</td>
<td>Other</td>
</tr>
</tbody>
</table>

28. How do you provide the student with an evaluation of his/her performance? *(mark (X) all that apply)*

<table>
<thead>
<tr>
<th></th>
<th>Written and oral mid-evaluation</th>
<th>Ongoing feedback throughout the clinical</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Written and oral summative final evaluation</td>
<td>As per student request in addition to formal and ongoing written &amp; oral feedback</td>
</tr>
<tr>
<td></td>
<td>Student self-assessment throughout the clinical</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>29. Do you require a specific student evaluation instrument other than that of the affiliating academic program? If yes, please specify:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**OPTIONAL:** Please feel free to use the space provided below to share additional information about your clinical site (eg, strengths, special learning opportunities, clinical supervision, organizational structure, clinical philosophies of treatment, pacing expectations of students [early, final]).
Information for Students - Part II

I. Information About the Clinical Site

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Do students need to contact the clinical site for specific work hours related to the clinical experience?</td>
</tr>
<tr>
<td></td>
<td>2. Do students receive the same official holidays as staff?</td>
</tr>
<tr>
<td></td>
<td>3. Does your clinical site require a student interview?</td>
</tr>
<tr>
<td></td>
<td>4. Indicate the time the student should report to the clinical site on the first day of the experience:</td>
</tr>
</tbody>
</table>

Medical Information

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5. Is a Mantoux TB test required?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a) one step______</td>
<td></td>
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<tr>
<td></td>
<td>b) two step______</td>
<td></td>
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<tr>
<td></td>
<td>5a. If yes, within what time frame?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6. Is a Rubella Titer Test or immunization required?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>7. Are any other health tests/immunizations required prior to the clinical experience?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a) If yes, please specify:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>8. How current are student physical exam records required to be?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>9. Are any other health tests or immunizations required on-site?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a) If yes, please specify:</td>
<td></td>
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<tr>
<td></td>
<td>10. Is the student required to provide proof of OSHA training?</td>
<td></td>
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<tr>
<td></td>
<td>11. Is the student required to attest to an understanding of the benefits and risks of Hepatitis-B immunization?</td>
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<tr>
<td></td>
<td>12. Is the student required to have proof of health insurance?</td>
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<tr>
<td></td>
<td>a) Can proof be on file with the academic program or health center?</td>
<td></td>
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<tr>
<td></td>
<td>13. Is emergency health care available for students?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a) Is the student responsible for emergency health care costs?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>14. Is other non-emergency medical care available to students?</td>
<td></td>
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<td></td>
<td>15. Is the student required to be CPR certified?</td>
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<tr>
<td></td>
<td>(Please note if a specific course is required).</td>
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<tr>
<td></td>
<td>a) Can the student receive CPR certification while on-site?</td>
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<tr>
<td></td>
<td>16. Is the student required to be certified in First Aid?</td>
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</tr>
<tr>
<td></td>
<td>a) Can the student receive First Aid certification on-site?</td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>No</td>
<td>Comments</td>
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<tr>
<td>17.</td>
<td>Is a criminal background check required (e.g., Criminal Offender Record Information)?</td>
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<tr>
<td></td>
<td>a) Is the student responsible for this cost?</td>
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<tr>
<td>18.</td>
<td>Is the student required to submit to a drug test?</td>
<td></td>
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<tr>
<td>19.</td>
<td>Is medical testing available on-site for students?</td>
<td></td>
</tr>
</tbody>
</table>

### Housing

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>Comments</th>
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</thead>
<tbody>
<tr>
<td></td>
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<tr>
<td>20.</td>
<td>Is housing provided for male students?</td>
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<tr>
<td></td>
<td>for female students? (If no, go to #26)</td>
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<tr>
<td>21.</td>
<td>What is the average cost of housing?</td>
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<td>22.</td>
<td>If housing is <strong>not</strong> provided for either gender:</td>
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<tr>
<td></td>
<td>a) Is there a contact person for information on housing in the area of the clinic? (Please list contact person and phone #).</td>
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</tr>
<tr>
<td></td>
<td>b) Is there a list available concerning housing in the area of the clinic? If yes, please attach to the end of this form.</td>
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<tr>
<td>23.</td>
<td>Description of the type of housing provided:</td>
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</tr>
<tr>
<td>24.</td>
<td>How far is the housing from the facility?</td>
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<tr>
<td>25.</td>
<td>Person to contact to obtain/confirm housing:</td>
<td></td>
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<tr>
<td></td>
<td>Name:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Address:</td>
<td></td>
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<td></td>
<td>City:</td>
<td>State:</td>
</tr>
</tbody>
</table>

### Transportation

<table>
<thead>
<tr>
<th>Yes</th>
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<tbody>
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<td></td>
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<tr>
<td>26.</td>
<td>Will a student need a car to complete the clinical experience?</td>
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<tr>
<td>27.</td>
<td>Is parking available at the clinical center?</td>
</tr>
<tr>
<td></td>
<td>a) What is the cost?</td>
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<tr>
<td>28.</td>
<td>Is public transportation available?</td>
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<tr>
<td>29.</td>
<td>How close is the nearest bus stop (in miles) to your site?</td>
</tr>
<tr>
<td></td>
<td>a) train station?</td>
</tr>
<tr>
<td></td>
<td>b) subway station?</td>
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<tr>
<td>30.</td>
<td>Briefly describe the area, population density, and any safety issues regarding where the clinical center is located.</td>
</tr>
</tbody>
</table>
Travel directions can be obtained from several travel directories on the internet. (eg, Delorme, Microsoft, Yahoo).

### Meals

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>Comments</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>32. Are meals available for students on-site? (If no, go to #33)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Breakfast (if yes, indicate approximate cost) $________</td>
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<tr>
<td></td>
<td></td>
<td>Lunch (if yes, indicate approximate cost) $________</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dinner (if yes, indicate approximate cost) $________</td>
</tr>
<tr>
<td></td>
<td></td>
<td>a) Are facilities available for the storage and preparation of food?</td>
</tr>
</tbody>
</table>

### Stipend/Scholarship

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>Comments</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>33. Is a stipend/salary provided for students? If no, go to #36</td>
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<td>$ a) How much is the stipend/salary? ($ / week)</td>
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<td>34. Is this stipend/salary in lieu of meals or housing?</td>
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<tr>
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<td></td>
<td>35. What is the minimum length of time the student needs to be on the clinical experience to be eligible for a stipend/salary?</td>
</tr>
</tbody>
</table>

### Special Information

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>36. Is there a student dress code? If no, go to # 37.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>a) Specify dress code for men:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b) Specify dress code for women:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>37. Do you require a case study or inservice from all students?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>38. Does your site have a written policy for missed days due to illness, emergency situations, other?</td>
</tr>
</tbody>
</table>

### Other Student Information

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>39. Do you provide the student with an on-site orientation to your clinical site? (mark X) a) What does the orientation include? (mark (X) all that apply)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Documentation/billing Required assignments (eg, case study, diary/log, inservice)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Learning style inventory Review of goals/objectives of clinical experience</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Patient information/assignments Student expectations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Policies and procedures Supplemental readings</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Quality assurance Tour of facility/department</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reimbursement issues Other (specify below)</td>
</tr>
</tbody>
</table>
In appreciation...

Many thanks for your time and cooperation in completing the CSIF and continuing to serve the physical therapy profession as clinical teachers and role models. Your contributions to students’ professional growth and development ensure that patients today and tomorrow receive high-quality patient care services.

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Appendix 8

Clinical Education Site Review Checklist
Clinical Education Site Review Checklist

☐ ACCE defines a need for the clinical site.

☐ CSIF form has been received and reviewed by C & I Committee (please upload to meeting folder at least 3 days prior to the scheduled meeting).

☐ ACCE has forwarded UI Department of Physical Therapy & Rehabilitation Science expectations for clinical sites and experiences to CCCE.

☐ ACCE has talked, “skyped”, or visited with the CCCE and has confidence that the site meets our standards for quality and the CCCE understands our expectations.

☐ CSIF & CCCE indicate that Clinical Instructors have adequate clinical experience.

☐ CSIF & CCCE indicate Clinical Instructors have adequate clinical education experience.

☐ CSIF & CCCE indicate the site has adequate patients and resources to provide a beneficial clinical experience for UI students.

☐ CSIF & CCCE indicate that patient loads, # of PTs, and work schedules are conducive to a quality clinical education experience.

☐ Costs to students and the Department associated with the site are reasonable.

☐ Liability concerns have been considered and deemed negligible.

☐ Requirements, expectations, feedback/assessment, and learning experiences have been reviewed and deemed satisfactory.

☐ ACCE articulates a plan for visiting and-or interacting with students and CIs at the site.

☐ Site meets a need & quality standards; no reservations.

☐ Site meets a need, but there are reservations requiring clarification prior to approval:

Reservations:

☐ Site doesn’t meet Department needs and-or quality standards.

Comments:

ACCE Signature: _______________________________ Date:_____________________

C & I Division Chair Signature: _______________________________ Date:____________________
Appendix 9

Affiliation Agreement
AFFILIATION AGREEMENT
BETWEEN
The University of Iowa
AND
[FACILITY NAME]

THIS AGREEMENT (“Agreement”) is executed on ____________ between The University of Iowa, Department of Physical Therapy and Rehabilitation Science, 1-252 Medical Education Building, Iowa City, IA 52242 for and on behalf of the Doctor of Physical Therapy Program and sometimes referred to as "School" in this Agreement and ____________________________, sometimes referred to as "Facility" in this Agreement.

WITNESSETH:

WHEREAS, the School is conducting an educational program and desires to obtain clinical experiences for its students enrolled in the Doctor of Physical Therapy Program.

WHEREAS, the Facility has facilities and is willing to provide clinical affiliation and clinical education experiences at the Facility for students enrolled in the Program.

WHEREAS, the School and Facility have the following common objectives: (1) to provide clinical experience in terms of patient and related instruction for the students of the School; (2) to improve the overall educational program of the School by providing opportunities for learning experiences that will progress the students to advanced levels of performance; (3) to increase contacts between academic facilities and expertise; and (4) to establish and operate a Clinical Education Program.

NOW, THEREFORE, for and in consideration of the foregoing, and in further consideration of the mutual benefits, the parties of this agreement agree as follows:

(1) GENERAL INFORMATION

a. This Agreement must be reviewed and signed by both Facility and School prior to the beginning of the student’s clinical experience.

b. The period of time for each student's clinical education will be mutually agreed upon at least one month before the beginning of the Clinical Education Program.

c. The number of students eligible to participate in the Clinical Education Program will be mutually determined by agreement of the parties and may be altered by mutual agreement.
(2) **RESPONSIBILITIES OF THE SCHOOL**

a. The School shall assure that all students have received a physical examination prior to the beginning of the clinical experience.

b. The School will maintain records for verification of each student's immune status for tetanus/diphtheria, measles, mumps, rubella, chicken pox, and tuberculin skin test (2-step) (or negative chest x-rays) and provide these to the Facility upon request. The School shall maintain records that each student has received the hepatitis B vaccine (the student may be in the process of receiving the series of shots) or a signed waiver. The Student will provide these records to the Facility upon request.

c. The School will assign to the Facility only those students who have satisfactorily completed the prerequisite didactic portion of the curriculum.

d. The School will designate an academic faculty member, the Academic Coordinator of Clinical Education, to coordinate with a designee of the Facility (the Center Coordinator of Clinical Education) the assignment to be assumed by the student participating in the Clinical Education Program.

e. The School may designate other academic faculty members who shall be responsible for the instruction and supervision of students during clinical learning experiences at the Facility. The faculty members shall coordinate with the Center Coordinator of Clinical Education.

f. The School will be responsible for the academic evaluation of participating students and may consult with the Facility about the student’s experience at the Facility.

g. The School agrees to abide by applicable privacy and confidentiality laws and regulations and to inform all students of the laws relating to health information.

h. The School shall provide at all times during the term of this Agreement professional liability insurance coverage for its students participating in the program at the Facility with limits of at least $1,000,000 per occurrence and $3,000,000 aggregate or to carry such insurance as is mutually agreed upon in writing by the parties. The School shall provide the Facility with a certificate evidencing such liability insurance upon request.

i. Subject to the limits and without waiving any immunities provided under applicable law (including constitutional provisions, statutes and case law) regarding the status, powers and authority of the School or the School’s principal(s), the School accepts responsibility for third party claims to the extent directly attributable to the School’s negligence in performing its obligations under this Agreement.

j. The School shall remove a student from the Clinical Education Program if the Facility or student requests removal from the Program pursuant to Section 3(c). This removal shall occur immediately upon receipt of such request.
k. The School completes a comprehensive background investigation of the student upon the student’s admission to the program. The background investigation includes a criminal background check and other checks related to the past work experience and other possible licensures of the student. Students are also required on an annual basis to disclose in writing any criminal convictions that have occurred within the past year. If any information received reveals criminal or fraudulent behavior, the School will promptly notify the Facility for re-assessment of student’s assignment.

(3) RESPONSIBILITY OF THE FACILITY

a. The Facility shall provide reasonable space and equipment to the students for clinical experience.

b. The Facility shall maintain complete records and reports on each student's performance and provide an evaluation to the School on forms provided by the School.

c. The Facility shall have the right and may request the School to withdraw from the Clinical Education Program any student whose performance is unsatisfactory, whose personal characteristics prevent desirable relationships within the Facility, or whose health status is hazardous to the Facility's patients or personnel or it is detrimental to the student's successful completion of the clinical education assignment. To assist the School with its due process obligations to its students, Facility will provide written documentation for the request for withdrawal of any student from the Clinical Education Program.

d. The Facility shall at all times be responsible for all aspects of patient care.

e. Facility shall be responsible for supervision of participating students.

f. The Facility shall, on a reasonable request, permit the inspection of the clinical facilities, services available for clinical experiences, student records and other such items pertaining to the Clinical Education Program by the School or agencies charged with the responsibilities for accreditation of the program.

g. The Facility shall designate and submit in writing to the School for acceptance the name and professional and academic credentials of a clinical designee to be responsible for the Clinical Education Program. That person shall be called the Center Coordinator of Clinical Education.

h. The Facility shall immediately notify the School in writing of any change or proposed change of the Center Coordinator of Clinical Education.

i. The Facility shall indemnify and hold the School harmless from and against all liability, loss, damage, cause of action, cost and expense, including reasonable attorney fees arising out of or in connection with any activity undertaken by the Facility, including Facility employees, in performing their duties and responsibilities under the Agreement or arising from a breach of the terms of this Agreement, provided that such liability, loss,
damage, cause of action, cost and expense is not the result of the negligence of the School or its students.

j. The Facility will make available emergency care for students in the event of illness or accident while at the Facility, in accordance with the Facility's policies. The cost for emergency care shall be the responsibility of the student.

k. The Facility will not restrict access to the program for reasons relating to race, color, national origin, religion, age, creed, sex, sexual orientation, gender identity, veteran’s status, or disability.

(4) RESPONSIBILITY OF THE STUDENT

The student:

a. is responsible for following all policies of the Facility;

b. will have completed Adult Dependent and Pediatric Abuse education;

c. will be CPR certified per the American Heart Association guidelines;

d. is responsible for reporting to the Facility on time and following all established regulations during the regularly scheduled operating hours of the Facility; and

e. will not submit for publication any material relating to the Clinical Education Experience without prior written approval of the Facility and the School.

(5) MISCELLANEOUS

a. It is understood and agreed that the students are not employees of the Facility for any purposes and are not and will not be eligible for any employee benefits. The students will not receive reimbursement for their activities at the Facility and will not be provided worker's compensation benefits, life insurance or hospitalization insurance. Such students shall, however, at all times be subject to the Facility's policies and regulations concerning the Facility's operating and administrative and procedural functions.

(6) TERM OF AGREEMENT, MODIFICATION

a. This agreement is for a term of five (5) years. This agreement will terminate at five (5) years without written notice. This agreement may be terminated by either party with or without cause on 30 days prior written notice to the other party.

b. It is understood and agreed that the parties to this agreement may revise or modify this agreement by written amendment when both parties agree to such amendment.
c. This agreement shall be governed by Iowa law and the parties agree to bring any actions concerning this agreement in Johnson County Iowa District Court.

The University of Iowa

__________________________________
Richard K. Shields, Chair & DEO
Department of Physical Therapy & Rehabilitation Science

Date: _____________________________

__________________________________
Patricia Winokur, MD
Executive Dean, Carver College of Medicine

Date: _____________________________

__________________________________
David Kieft, Business Manager

Date: _____________________________

[FACILITY]
Appendix 10

Student Information Sheet
**THE UNIVERSITY OF IOWA**
**DEPARTMENT OF PHYSICAL THERAPY & REHABILITATION SCIENCE**
**Student Information Sheet**

**Purpose:** The primary purpose of this form is to assist the student in identifying goals for each clinical experience, which will help the clinical instructor plan learning experiences.

**Directions:** It is the student’s responsibility to complete this form and send it to the Center Coordinator of Clinical Education at each clinical site **NO LATER THAN FOUR WEEKS PRIOR** to the starting date.

<table>
<thead>
<tr>
<th>Student’s Name</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facility Name</td>
<td></td>
</tr>
<tr>
<td>Student’s Permanent Mailing Address</td>
<td></td>
</tr>
<tr>
<td>Student’s Phone</td>
<td></td>
</tr>
<tr>
<td>Student’s E-mail</td>
<td></td>
</tr>
</tbody>
</table>

**EMERGENCY CONTACT (Person to be notified in case of accident or injury):**

<table>
<thead>
<tr>
<th>Name</th>
<th>Address</th>
<th>Phone</th>
</tr>
</thead>
</table>

**2017 TERMINAL CLINICAL EDUCATION EXPERIENCES (full time) - List name,address,and type of experience (eg. Acute, rehab, peds, etc.):**

# 1: May 22 - July 21

#2: July 31 – Sept. 29

#3: Oct. 9 – Dec. 8

**GOALS AND OBJECTIVES:**
The skills I hope to strengthen or gain are:

1. 

2. 

3. 

4. 

**Other comments, questions, or concerns:**
The address where I can be contacted during the month prior to my arrival at your facility is:
Appendix 11
University of Iowa
Policy on Student Mistreatment
**Reporting Mistreatment:**

Student mistreatment should be reported as follows:

- **Crimes:** Student who are the victims of misconduct that is also a crime are encouraged to contact the University’s Department of Public Safety (DPS). [http://police.uiowa.edu](http://police.uiowa.edu) or the local police if you are off campus for your clinical experience. Students should call 911 in an emergency. The Carver College of Medicine may refer allegations of mistreatment that may constitute criminal behavior to DPS.

- **Violence:** Students are encouraged to report incidents of violence to the College or to the University’s Department of Equal Opportunity and Diversity (EOD) [http://diversity.uiowa.edu/office/equal-opportunity-and-diversity](http://diversity.uiowa.edu/office/equal-opportunity-and-diversity). The Carver College of Medicine may refer allegations of mistreatment that may constitute a violation of the University’s violence policy to the EOD for investigation and resolution.

- **Sexual Harassment/Assault:** Students are encouraged to report criminal incidents of sexual harassment or sexual assault to DPS. [http://police.uiowa.edu](http://police.uiowa.edu) Complaints may also be forwarded to the College, to the University’s Department of Equal Opportunity and Diversity (EOD) [http://diversity.uiowa.edu/office/equal-opportunity-and-diversity](http://diversity.uiowa.edu/office/equal-opportunity-and-diversity), the Office of the Dean of Students [http://dos.uiowa.edu/](http://dos.uiowa.edu/), or to the Sexual Misconduct Response Coordinator. [http://www.uiowa.edu/homepage/safety/sexual-misconduct.html](http://www.uiowa.edu/homepage/safety/sexual-misconduct.html). The Carver College of Medicine will refer allegations of sexual assault to the appropriate University office for investigation and resolution.

- **Other Mistreatment:** All other types of mistreatment covered by this policy will be investigated and resolved by the Carver College of Medicine.
Appendix 12

Compliance Training & Criminal Background Checks
UIHC Mandatory Health Screening, Immunization Requirements & Compliance Training

University of Iowa practicum students or interns working at University of Iowa Hospitals and Clinics (UIHC) must complete required health screenings, immunizations, and compliance trainings prior to the start of their UIHC experience. UIHC has a core set of compliance trainings that all students must complete. Your program may have other requirements, in addition to those listed below.

Online trainings can be completed in the Compliance and Qualifications system. To begin, go to https://compliance.hr.uiowa.edu and login with your HawkID and password. Click on Enroll in Courses, search for a course, and select View Course. From there you can enroll in and complete each course. In order to successfully complete a course, you must score at least 80% on each quiz. You may retake quizzes as often as necessary. If you experience technical problems, contact the ITS Help Desk at its-helpdesk@uiowa.edu or (319) 384-HELP (4357).

The following courses can be accessed online through the CQ system. If you completed a course for prior or current work in UIHC, ask your program coordinator about whether or not you are required to complete it again.

**Required Courses**

- H00386: Active Shooter (every 2 years)
- H00373: Cultural Diversity and Limited English Proficiency Plan (once)
- H00446: Domestic Violence (every 5 years)
- H00440: Fire Extinguisher Safety Training (annually)
- H00447: HIPAA Training (once)
- H01026: HIPAA and Internet Use Attestation (annually)
- H00441: Fraud and Abuse/HIPAA Refresher (annually)
- H00399: Hand Hygiene Training (once)
- H00439: Hospital Safety and Infection Control (annually)
- H00448: Patient and Staff Rights and Responsibilities (once)
- H0053: Sensitivity Training: Bariatric Center of Excellence (every 3 years)
- H00461: Child and Dependent Adult Abuse Training (Mandatory Reporter) (every 5 years)
- H00403: New Hire Orientation: Students and Part-Time Staff (once)

Upon completion, in the Compliance & Qualifications system go to My Training> My Courses> Past Courses, confirm that all completed courses are showing. Export to a PDF (using the button on the screen) and send your transcript to marcie-becker@uiowa.edu. Your program coordinator may also request a screen shot of the completed course list, which would include your name and University ID listed at the top.

In addition, the following mandatory health screenings and immunizations are required. These can be completed at University of Iowa Student Health and Wellness (see https://studenthealth.uiowa.edu for hours and locations). Additional information is available on the University Employee Health Clinic (UEHC) website at https://www.uihealthcare.org/uehc under the Employee and Volunteer Information tab. Visit the UEHC website for explanations of requirements.

**Mandatory Health Screening and Immunization Requirements**

- Four-Year (Initial) Health Screening (every 4 years)
- *Measles, (Rubeola), Mumps, Rubella Immunity Screenings (once)
- TB Screening (annually)
- Varicella (once)
- Annual Influenza Response (every year during the months of September – March)

* All students entering the University are required to show proof of two MMR (Measles, Mumps, Rubella) vaccinations. See https://studenthealth.uiowa.edu/services/immunizations for more information. Practicum students who met this requirement, or
received a religious exemption, do not need to complete these screenings again. See Student Health Status on MyUI to review or print a record of your student health compliance and immunization record.

**CRIMINAL BACKGROUND CHECK**

Enrollment in the DPT Program will be contingent on a successful criminal background check. At the time of application, applicants are required to disclose and explain any felony or misdemeanor convictions. Those applicants accepting admission offers will be contacted by the PTCAS background check service vendor, Certiphi Screening, Inc., via email to start the background check process. Their email will include a link to a secure, online form that will request additional information and your consent to initiate the background check process. The background check fee is currently $72 per applicant and will be paid to Certiphi by the applicant. The applicant is given an opportunity to review the results before they are released to us. Applicants should also be aware that some clinical education sites require drug screening for students performing clinical rotations.
Appendix 13

Health Screening & Health Insurance Information
Health Information for New Health Science Students

Whether you are a seasoned Iowa student just embarking on your health science program, or a new student to the UI, we want to welcome you and provide some information to you regarding our clinic, immunizations, and other requirements.

Student Health & Wellness (SHW) is a full service campus health clinic that provides primary medical care, acute illness and chronic disease management, women’s health and mental health services, as well as wellness, sexual health, nutrition, travel, allergy injections and immunizations. We are an appointment based clinic, and we are located on the west side of campus, in the Westlawn Building. On the east campus, we have a Clinical Outreach vaccination clinic in the lower level of the IMU, where no appointment is needed for any recommended vaccinations or those needed for health requirements. Students who register for five or more semester hours of credit are automatically assessed a Student Health & Wellness health fee in their tuition cost, which entitles them to many services at no cost. Any charges that are incurred for immunizations, lab tests, or other exams can be submitted directly to your insurance, or charges can be paid by cash or u-bill.

We pride ourselves in being experts in college health, and we hope you take advantage of our services while you are here at Iowa! We understand the importance of our work to YOUR success—keeping you healthy and providing education and resources for you to incorporate healthy habits into your future.

An important action for you to take is to review your immunization history and make sure you have received the required and recommended vaccinations before you start your program. All UI students are required to provide proof of (2) Measles, Mumps, Rubella (MMR) vaccinations. In addition, health science students are required to receive other vaccinations and tests before starting their programs. Please see “Requirements for Health Science Students” on our Requirements & Forms page on our website.

Submit the records by email before the start of classes to immunizations@healthcare.uiowa.edu. You will not be allowed to register for subsequent semesters if we do not have your MMR and other documentation. You will be able to see on MyUI what we have on file for you.

There are vaccines that are recommended for college students, including Human Papilloma Virus (HPV), Meningitis (MCV4), and Hepatitis A, in addition to an annual influenza vaccine. All of these vaccines are available at SHW for a fee. If a vaccine series is started elsewhere, we can finish it for you at SHW. We appreciate getting your full immunization record of all childhood vaccinations, so that we can enter them in your electronic medical record. This will also give you access to your immunization records through MyChart in the future, when you need them for academic programs, employment, or foreign travel. We will gladly accept documents from your health department or medical records, or you can fill out the “General Student Requirements
Form”, which is listed the Requirements & Forms page on our website. Be sure that your name and student ID is on each page of the documents you send us.

If you are a minor student (under 18) be sure to send in the needed consent forms signed by you parent or guardian, for permission to treat you and bill your insurance. You can find those form on the Requirements & Forms page on our website, under the Minor Students (Under age 18) section.

If you have any questions about immunizations or your records, feel free to email us at immunizations@healthcare.uiowa.edu.

We look forward to working with you during your time at Iowa and we encourage you to let us know how we can help.

Good luck to you as you start your health science program!

Sincerely,

Jim Kellogg
Director, UI Student Health & Wellness

Kathy Wittich, MD
Medical Director, UI Student Health & Wellness
Requirements for Health Science Students

The health science colleges met with SHW in April 2015 and made changes in the requirements for health science students to better match the standards for health care workers. These new requirements have been posted here but not required until the registration period occurs in April 2016. At that time, current and new students will need to meet the new requirements. The items with the ** are the new requirements that you may still need to complete.

**MMR (measles, mumps, rubella):** (2) vaccines or positive antibody titres (blood tests) of all three diseases. (2) doses of each of the single component vaccines are acceptable. The first MMR must be given after the first birthday to be valid, and the MMR vaccines must be at least 28 days apart. For health science students, there is no age exemption for MMR.

**Hepatitis B:** (3) vaccine series, completed at the appropriate intervals, followed by antibody titre 4-8 weeks after third vaccine. The titre is REQUIRED, even if series was completed as a child. If antibody titre is negative, follow the algorithm form on our website for boosters and re-checking titre. It can be found on our Requirements & Forms page, in the Health Science Students section. If you have had the vaccines but do not have records, you can check the titre to see if you are immune.

**Varicella (chicken pox):** (2) vaccines or positive antibody titre. If you had varicella as a child, you can check your titre for immunity.

**Tetanus/diphtheria/pertussis:** (1) Td (tetanus/diphtheria) at least every 10 years. New requirement is that you must have documentation of (1) Tdap (Tetanus, diphtheria, pertussis) vaccine.

**TB (Tuberculosis) screening:** A two-step TB skin test (TST) is required; a blood test- IGRA (Interferon Gamma Release Assay- Quantiferon Gold or T-Spot) is an alternative. If you have never had any TB skin testing, the two-step TST is done as follows: The first test is placed, and results are read in 48-72 hrs. The second test is placed at least 7 days after the reading of the first test, and read at 48-72 hrs. Send documentation of both tests, and include placement date, reading date, result and mm induration.

- If you have documentation of (1) negative TST in the past 12 months, or documentation of (2) negative TSTs in your past, you need one more TST to meet the two-step requirement. A TST or IGRA is also required annually, after the two-step is completed initially.

Those with a history of a positive TST or IGRA must provide a copy of the CXR (Chest x-ray) report. If treated for LTBI (Latent TB Infection), provide medication treatment dates. Students with a history of a positive TST are also required to complete a symptom assessment initially and annually. The TB Assessment Form is on our Requirements & Forms page, in the Health Science Students section.
**Health Screening:** Complete the Health Screening form once upon entry to the Health Science program. Can be signed by RN, MD, DO, PA, ARNP. The form is on our [Requirements & Forms page](#), in the Health Science Students section.

Other vaccines **recommended** by the CDC/ACIP and Student Health & Wellness:

- **Meningitis:** if initial vaccination was given before age 16, a booster is recommended
- **Influenza:** many rotation sites and hospitals require this annually
- **Hepatitis A:** (2) vaccine series
- **HPV** (human papilloma virus): (3)-vaccine series for males and females up to age 26

05/28/2015
The University of Iowa
Student Health & Wellness

Health Science Student Form
The University of Iowa Student Health & Wellness requests this information on behalf of the UI Health Science Colleges for the purpose of patient care. This is confidential medical information and SHW does not routinely provide this information without written consent.

DATE:
NAME:
STUDENT ID#:
BIRTHDATE:

HEALTH SCREEN:

Age: ______ Place of birth ____________________________ Gender: F, M or T (circle)

NO   YES Are you currently being treated by a health care professional for any condition(s)? ______________

NO   YES Are you taking any medications regularly or as needed (other than aspirin/Tylenol?) ______________

Medical History

NO   YES Contagious skin rashes _________________________________

NO   YES Other than at birth, have you ever had hepatitis or other liver disease? List: ____________________________

NO   YES Do you have any other medical conditions not mentioned above? ________________________________

___________________________________________________________________________________________

___________________________________________________________________________________________

___________________________________________________________________________________________

___________________________________________________________________________________________

Student Signature Date

I have screened this patient and found them to be free of communicable illness.

MD, DO, ARNP, PA or RN Signature Date

STUDENT HEALTH & WELLNESS
4189 Westlawn, Iowa City IA 52242
Ph: 319.335.8370  Fax: 319.335.7247
HEPATITIS B TITRE PROTOCOL

HEPATITIS B VACCINE SERIES COMPLETED < 6 MONTHS AGO

Hepatitis B surface antibody titre 4-8 weeks after last vaccination

Hepatitis B titre positive
Immune status

Hepatitis B titre negative

Repeat series of 3 Hepatitis B vaccinations

Repeat titre 4-8 weeks after 3rd vaccination

Hepatitis B titre positive
Immune status

Hepatitis B titre negative
Nonimmune status
Patient counseled

HEPATITIS B VACCINE SERIES COMPLETED ≥ 6 MONTHS AGO

Hepatitis B surface antibody titre

Hepatitis B titre positive
Immune status

Hepatitis B titre negative

One booster, vaccination #4

4-8 weeks later, Hepatitis B surface antibody titre

Hepatitis B titre positive
Immune status

Hepatitis B titre negative

Hepatitis B vaccinations #5 and #6

4-8 weeks after vaccination #6, Hepatitis B surface antibody titre

Hepatitis B titre positive
Immune status

Hepatitis B titre negative
Nonimmune status, patient counseled
TST Reading Policy

Starting on June 1st, 2016, when you get a TST (TB skin test) placed at Student Health & Wellness (SHW), you do not have to return to SHW for the reading! This will be very helpful if you have busy rotations at the hospital or need to have a test read on the weekends.

Here’s how it works:

When you come to SHW (either the main clinic in Westlawn or at the IMU) for your TST placement, we will give you a form with information on it. You will need to take the form with you, and present it to whoever is reading your TST.

The test must be read 48-72 hrs after placement. You can either go to UEHC (Employee Health) in the hospital, or have any Nurse Manager/RN or MD in the hospital read your test for you. Employee Health is located on first floor in the BT area of the hospital, and is open M-F 7 AM to 5 PM. This person must complete the rest of the form, including the date, time, result, mm induration, signature, and practice setting.

The person will give you the form back and YOU need to return it to SHW. You can scan and email it to immunizations@healthcare.uiowa.edu, campus mail to 4189 WL, drop it off in person to WL or the IMU clinic or fax it to 319-335-7247. It is your responsibility to return the form to SHW.

Of course, you can also always get your TST test read at SHW – either in the IMU or Westlawn locations. You can just walk-in to the IMU location during business hours. To make an appointment in the Westlawn Nurse Care Room, call 319-335-8394.
Two-Step TST Protocol

The **two-step tuberculin skin test (TST)** is used to detect individuals with past tuberculosis (TB) infection who now have diminished skin test reactivity. This procedure will reduce the likelihood that a boosted reaction is later interpreted as a new infection.

Two-step testing is used for the initial skin testing of persons who will be re-tested periodically, such as health care workers (or health science students as they enter their programs). This is the requirement at UIHC and many hospitals. It is a **NEW** requirement for health science students starting with the spring 2016 registration session.

If you have never had any TB skin testing, the two-step TST is done as follows: The first test is placed, and results are read in 48-72 hrs. The second test is placed at least 7 days after the reading of the first test, and read at 48-72 hrs. Send documentation of both tests, and include placement date, reading date, result and mm induration.

If you have documentation of (1) negative TST in the past 12 months, or documentation of (2) negative TSTs in your past, you only need one more TST to meet the two-step requirement.

Remember that after you complete your initial TB testing, you will need to do this annually in order to be in compliance with health science student (and healthcare worker) requirements.

Here are some scenarios to help you plan for the testing you may need to complete. Please call our Nurseline at 335-9704 if you have questions.

<table>
<thead>
<tr>
<th>DOCUMENTATION:</th>
<th>WHAT YOU NEED:</th>
</tr>
</thead>
<tbody>
<tr>
<td>No previous TST result</td>
<td>Two-step baseline TSTs</td>
</tr>
<tr>
<td>Previous single negative TST result (documented or not) greater than one year before entry into health science program</td>
<td>Two-step baseline TSTs</td>
</tr>
<tr>
<td>Previous documented negative TST result within last year, OR any two negative TSTs in the past</td>
<td>Single TST needed for baseline testing; this test will be the second-step</td>
</tr>
</tbody>
</table>

Adapted from the CDC Guidelines for Preventing the Transmission of Mycobacterium tuberculosis in Health-Care Settings, 2005.

http://www.cdc.gov/mmwr/preview/mmwrhtml/rr5417a1.htm?s_cid=rr5417a1_e

UEHC policy and communication, 2/19/16
Requirements for Health Science Students

The health science colleges met with SHW in April 2015 and made changes in the requirements for health science students to better match the standards for health care workers. These new requirements have been posted here but not required until the registration period occurs in April 2016. At that time, current and new students will need to meet the new requirements. The items with the ** are the new requirements that you may still need to complete.

**MMR (measles, mumps, rubella):** (2) vaccines or positive antibody titres (blood tests) of all three diseases. (2) doses of each of the single component vaccines are acceptable. The first MMR must be given after the first birthday to be valid, and the MMR vaccines must be at least 28 days apart. For health science students, there is no age exemption for MMR.

**Hepatitis B:** (3) vaccine series, completed at the appropriate intervals, followed by antibody titre 4-8 weeks after third vaccine. The titre is REQUIRED, even if series was completed as a child. If antibody titre is negative, follow the algorithm form on our website for boosters and re-checking titre. It can be found on our Requirements & Forms page, in the Health Science Students section. If you have had the vaccines but do not have records, you can check the titre to see if you are immune.

**Varicella (chicken pox):** (2) vaccines or positive antibody titre. If you had varicella as a child, you can check your titre for immunity.

**Tetanus/diphtheria/pertussis:** (1) Td (tetanus/diphtheria) at least every 10 years. New requirement is that you must have documentation of (1) Tdap (Tetanus, diphtheria, pertussis) vaccine.

**TB (Tuberculosis) screening:** A two-step TB skin test (TST) is required; a blood test- IGRA (Interferon Gamma Release Assay- Quantiferon Gold or T-Spot) is an alternative. If you have never had any TB skin testing, the two-step TST is done as follows: The first test is placed, and results are read in 48-72 hrs. The second test is placed at least 7 days after the reading of the first test, and read at 48-72 hrs. Send documentation of both tests, and include placement date, reading date, result and mm induration.

- If you have documentation of (1) negative TST in the past 12 months, or documentation of (2) negative TSTs in your past, you need one more TST to meet the two-step requirement. A TST or IGRA is also required annually, after the two-step is completed initially.

Those with a history of a positive TST or IGRA must provide a copy of the CXR (Chest x-ray) report. If treated for LTBI (Latent TB Infection), provide medication treatment dates. Students with a history of a positive TST are also required to complete a symptom assessment initially and annually. The TB Assessment Form is on our Requirements & Forms page, in the Health Science Students section.
**Health Screening:** Complete the Health Screening form once upon entry to the Health Science program. Can be signed by RN, MD, DO, PA, ARNP. The form is on our [Requirements & Forms page](#), in the Health Science Students section.

Other vaccines recommended by the CDC/ACIP and Student Health & Wellness:

**Meningitis:** if initial vaccination was given before age 16, a booster is recommended

**Influenza:** many rotation sites and hospitals require this annually

**Hepatitis A:** (2) vaccine series

**HPV** (human papilloma virus): (3)-vaccine series for males and females up to age 26
# Immunization Requirements

## ALL STUDENTS

All students enrolled at The University of Iowa must fulfill the following MMR requirement.

### MMR (Measles, Mumps, Rubella)

<table>
<thead>
<tr>
<th></th>
<th>Dose #1 mm/dd/yyyy</th>
<th>Dose #2 mm/dd/yyyy</th>
</tr>
</thead>
<tbody>
<tr>
<td>MMR</td>
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<tr>
<td><strong>OR – ALL THREE OF THE FOLLOWING</strong></td>
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<tr>
<td>Measles</td>
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<tr>
<td>Mumps</td>
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<tr>
<td>Rubella</td>
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</tbody>
</table>

- OR – Lab report confirming immunity attached

## HEALTH SCIENCE STUDENTS

Students enrolled in any of The University of Iowa Health Science colleges must also fulfill the following requirements.

### TB (Tuberculosis) Screening

<table>
<thead>
<tr>
<th></th>
<th>Date Placed mm/dd/yyyy</th>
<th>Date Read mm/dd/yyyy</th>
<th>Result</th>
<th>mm Induration</th>
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<tbody>
<tr>
<td>TST #1</td>
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<tr>
<td>TST #2</td>
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- OR – Lab report confirming immunity attached

### Hepatitis B

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<tr>
<th></th>
<th>Dose #1 mm/dd/yyyy</th>
<th>Dose #2 mm/dd/yyyy</th>
<th>Dose #3 mm/dd/yyyy</th>
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<td><strong>AND</strong></td>
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- OR – Lab report confirming immunity attached

### Varicella (Chickenpox)

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<th>Dose #1 mm/dd/yyyy</th>
<th>Dose #2 mm/dd/yyyy</th>
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</table>

- OR – Lab report confirming immunity attached

### Tdap (Tetanus-diphtheria-pertussis) / Td booster

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<th>Date mm/dd/yyyy</th>
<th>Date mm/dd/yyyy</th>
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### Health Screen

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- AND – Health Screen Form attached
**OPTIONAL VACCINATIONS**

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<th>Vaccine Description</th>
<th>Dose #1 mm/dd/yyyy</th>
<th>Dose #2 mm/dd/yyyy</th>
<th>Dose #3 mm/dd/yyyy</th>
<th>Dose #4 mm/dd/yyyy</th>
<th>Dose #5 mm/dd/yyyy</th>
<th>Dose #6 mm/dd/yyyy</th>
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<tr>
<td>Hepatitis A</td>
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<td>Dose #2 mm/dd/yyyy</td>
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<tr>
<td>Meningococcal conjugate (MCV-4) *Menactra® &amp; Menveo® – A/C/Y/W-135</td>
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<td>Polio</td>
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<td>Pneumococcal 13-valent conjugate (PCV13) Prevnar 13®</td>
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<td>Polio</td>
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<tr>
<td>Tetanus (Td, Tdap)</td>
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<tr>
<td>Varicella (Chickenpox)</td>
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<td>OR Lab report confirming immunity attached</td>
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<tr>
<td>Yellow Fever</td>
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**Licensed Healthcare Provider Verification**

Signing below indicates that the information provided within this document is true to the best of your knowledge.

Provider Printed Name: ____________________________ Phone #: ____________________________

Provider Signature/Credentials: ____________________________ Date: ____________________________

(Must be signed by MD, DO, PA, NP or RN)