GRAND VALLEY STATE UNIVERSITY
DEPARTMENT OF PHYSICAL THERAPY

POLICIES AND PROCEDURES FOR CLINICAL EDUCATION

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POLICIES AND PROCEDURES FOR CLINICAL EDUCATION

A. Establishment of a Clinical Affiliation:

All potential affiliating sites are initially contacted by the Director of Clinical Education/Academic Coordinator of Clinical Education (D.C.E./A.C.C.E.) to establish whether or not there is an interest by the clinical facility in developing an affiliation with GVSU. If an interest exists, the facility is sent further information and requested to complete information forms. Upon receipt of the completed information forms, the D.C.E./A.C.C.E. will determine (based upon the APTA Guidelines for Clinical Education Sites available at www.apta.org/Educators/Clinical/Site Development) if the clinical facility is a viable potential affiliate. If so, a site visit to the clinical facility is then scheduled which allows for a greater exchange of information and ideas between the D.C.E./A.C.C.E. and Center Coordinator of Clinical Education (C.C.C.E.). The process of contract review is initiated. Contract review takes place at both the clinical facility and the academic institution. GVSU provides a standard affiliation agreement and is open to alternative contracts and revisions provided that they meet the approval of the university’s legal counsel and insuring agents. A signed and dated Clinical Education Affiliation Agreement is the final and essential step in the establishment of a clinical affiliation site. Affiliation agreements will routinely be reviewed and renewed every three years unless an alternative review and renewal process is specified in the agreement.

1. Policy for Student Input into Clinical Site Selection:

   a. A list of established clinical sites is included in the Student Handbook, and descriptions of these clinical sites are on file in the Frey Library and in electronic format on Blackboard.

   b. A student who (1) knows of a clinical site that may be interested in establishing a clinical education program or (2) is interested in exploring the possibility of an affiliation agreement with a site where he/she would like placement should submit a completed Student Proposal for Development of a Clinical Education Site (found at Blackboard-PT Clinical Education Organization-Course Documents) to the D.C.E./A.C.C.E. at least six months in advance of clinical site selection for a specific experience.

   c. In addition to the requirements for clinical education sites and clinical instructors that are conveyed in other policies, the following guidelines will be used to evaluate out-of-area sites for inclusion in GVSU’s clinical education program:

      1) The site has an established clinical education program.
      2) The site provides housing or assists students in finding housing.
      3) The site provides learning experiences which are not provided or are provided on a limited basis by existing clinical education sites.
4) The site is able to establish an ongoing relationship with GVSU for clinical affiliations.

5) The site can be maintained for GVSU students at a reasonable cost to the university.

d. In general, only one new clinical site will be developed for a student. Additional requests for development may be considered if the site provides an experience which meets GVSU’s program needs and if the site is in a location where other development is occurring.

e. When making a judgment about the suitability of a clinical facility for student placement, the type of experience available, the quality of education available and ethical/legal standards of practice will be considered. Related to these standards, the Physical Therapy Faculty has chosen not to place students in physician-owned physical therapy clinics due to the potential for referral-for-profit and overutilization of services in such settings.

f. Students should consult the D.C.E./A.C.C.E. prior to contacting a clinical site regarding establishment of a new site or placement opportunities at an existing site.

B. Assignment of Students to a Clinical Site:

Consistent with the national voluntary mailing dates for physical therapy clinical placement requests, GVSU will mail requests each March for all clinical experiences in the following calendar year. If a position is granted by the clinical facility for a GVSU student, the D.C.E/A.C.C.E. will provide the facility with at least three months advance notice of the assignment of a student. A clinical facility may request more than three months advance notice of student placement, and this should be specified in the affiliation agreement.

At least four weeks prior to the commencement of a clinical experience, the C.C.C.E. will receive a completed copy of the Pre-Clinical Student Questionnaire to provide an introduction to the student and to assist in the development of specific objectives for that student. Final information from GVSU will also be sent to the C.C.C.E. at this time.

<table>
<thead>
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<th>Clinical Education Assignment Schedule</th>
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<tr>
<td><strong>Course</strong></td>
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<td>PT 636 (1st year)</td>
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1. Procedure for Student Clinical Site Assignment:
a. The D.C.E./A.C.C.E. will provide students with a list of available sites approximately two weeks prior to the date for clinical site selection.

b. Clinical site information will be available to students for review at this time.

c. Students should use the following guidelines when choosing clinical sites:

1) Experiences are required in the following clinical settings, which will include the related list of learning experiences/activities.
   a) Outpatient musculoskeletal practice
      • Extremity impairments
      • Spinal impairments
   b) Inpatient acute care
      • Medical chart review
      • Critical care
      • Post-operative care
      • Interaction with nurses and physicians
      • Discharge planning
   c) Post-acute rehabilitation (may occur in inpatient or outpatient rehabilitation, inpatient sub-acute, skilled nursing or school settings)
      • Care of patients with neuromuscular impairments
      • Care of patients with long-term functional limitations
      • Interaction with a multidisciplinary or interdisciplinary team

2) Across all clinical education experiences, students are required to obtain experience managing a variety of patient problems including those of the musculoskeletal, neuromuscular, cardiopulmonary and integumentary systems, and to obtain experience in managing problems across the lifespan.

3) One of the third-year experiences must include outpatient musculoskeletal experience.

4) Decisions regarding appropriate clinical experience selections will be made in consultation with the D.C.E./A.C.C.E. whose decisions may overrule a student’s preferences.

5) Unless unusual circumstances exist, students will not be assigned to a clinical site where he/she is currently employed in Physical Therapy. During third-year clinical experiences, students will not be assigned to a clinical site where he/she has a commitment for future employment. In addition, unless the planned student experience is significantly different than a past employment experience, students will not be assigned to a clinical site where he/she was previously employed in
Physical Therapy. This decision will be made by the D.C.E./A.C.C.E. in consultation with the C.C.C.E. and the student.

6) Students will not be assigned to a facility more than once.

7) Unless unusual circumstances exist, during third-year clinical experiences, students will not be assigned more than once to a similar type of clinical setting.

d. The specific method to be used for clinical site assignment will be determined by the D.C.E./A.C.C.E. in collaboration with each class of students. Assignments may be made by the D.C.E./A.C.C.E. based on rank-ordered lists of student clinical site preferences, or an alternative method may be utilized.

e. Students should expect to complete some clinical experiences at sites outside of a 50 mile radius from Grand Rapids.

f. In the event of the cancellation of a clinical site assignment, the D.C.E./A.C.C.E. communicates with the student involved and an alternative assignment that meets the learning needs of the student is sought.

2. **International Clinical Education Experiences**

Clinical education experiences outside of the United States can provide students the opportunity to develop knowledge of other health care systems and to develop enhanced skills in cultural competence. The procedures previously described for establishing a clinical affiliation will be used in evaluating international clinical settings. Clinical settings outside of the United States must have the potential to provide students the opportunity to achieve the course objectives for a given clinical education course.

To be assigned to an international clinical education experience, a student must be in good standing in regard to prior academic and clinical performance and professional behaviors. A student may participate in an international experience in the first or second year of the program and during one third-year clinical experience.

C. **Educational Program Responsibilities:**

1. **Instructions to Students Prior to Clinical Experiences:**

   All students and faculty involved in the clinical education curriculum will be informed of applicable rules and regulations at each clinical site as provided to the program by the site. Students will be instructed to abide by applicable rules and regulations of the affiliating clinical site with regard to professional conduct, confidentiality of patient and facility records, and the responsibility and authority of the staff of the site over patient care and facility administration.
All students and faculty will be instructed in the importance of complying with all relevant state and federal confidentiality laws, including the Health Insurance Portability and Accountability Act (HIPAA). In addition, the University will provide students and faculty training in the requirements of the privacy and security provisions of HIPAA and advise them of the importance of complying with the clinical site’s policies and procedures relative to HIPAA. Students and faculty will be instructed that when patients’ personal health information is used for educational purposes at the University, such as case studies and presentations, all information must be appropriately de-identified. Students and faculty will be instructed to follow the policies and procedures of the clinical site when obtaining personal health information for educational purposes, and in regard to the use of proprietary information of the site.

Students will be instructed to introduce themselves to patients and clinical staff as physical therapy students or interns, and of the right of patients/clients to decline care from a student.

2. **Educational Records/Reports:**

GVSU shall maintain all educational records and reports relating to the educational program at the clinical site. Any complaints by the clinical site against a student will be processed in accordance with standards and procedures for student conduct or academic discipline which are applicable to complaints arising at GVSU. Any complaint will be processed immediately upon written notice to the D.C.E./A.C.C.E., and the clinical site and GVSU will initiate cooperative efforts to avoid recurrence of the offending incident. Information that is part of the educational record, including information about academic and clinical performance, is confidential and protected under the Family and Educational Rights and Privacy Act of 1974.

3. **Communication during Clinical Experiences:**

a. **First and second year experiences:**

The D.C.E./A.C.C.E. will communicate with all students, C.C.C.E.s and/or clinical instructors (C.I.s) responsible for GVSU students during the first three weeks of the clinical experience for a progress report and discussion about the experience. This communication may be by phone, mail, requested fax or e-mail. Prior to the beginning of an experience, students and C.C.C.E.s will be informed of the specific plan for communication. Site visits will be made to facilities/students based on needs identified by the D.C.E./A.C.C.E., C.C.C.E./C.I., and/or student. If a problem arises prior to the standard communication, the C.C.C.E., C.I., and/or student should contact the D.C.E./A.C.C.E.

b. **Third-year experiences:**
The D.C.E./A.C.C.E. will contact by phone all C.C.E.'s/C.I.s and students around the mid-term of each experience unless a site visit is scheduled during that time. If a problem arises prior to the phone call or site visit, the C.C.E., C.I., and/or student should contact the D.C.E./A.C.C.E. A visit schedule will be sent to involved facilities approximately one month prior to the start of the final clinical experiences.

c. **Site Visits:**

The D.C.E./A.C.C.E. will visit clinical facilities in Michigan that provide regular placement for GVSU students on a semi-annual basis. Out-of-state facilities that provide regular placement for GVSU students or in-state facilities that provide intermittent placement will be visited as deemed necessary. Requests for visits may be made by C.C.E.s, C.I.s and students.

4. **Processing of complaints:**

a. **Complaints about student performance:**

The D.C.E./A.C.C.E. will document any complaints received about student clinical performance and place the document in the student’s clinical education file. Follow-up on student-related complaints can include discussion and problem solving with clinical educators and the student, discussion with core faculty, and removal of the student from the clinical site.

b. **Complaints about the program:**

Complaints from clinical educators about the academic or clinical education program are documented and placed in the administrative clinical site file. Follow-up on program-related complaints can include discussion and problem solving with clinical educators and physical therapy faculty.

D. **Clinical Education Faculty Responsibilities:**

1. **Planning and Implementation of the Clinical Experience:**

The clinical site shall identify a person responsible for coordination of clinical education activities (C.C.E.), and this person will be the primary liaison to the D.C.E./A.C.C.E. at GVSU. The clinical site also shall identify qualified clinical instructors (C.I.s) for the physical therapy students. Normally, the minimum criteria for being identified as a C.I. would consist of the following:

- Interest in serving as a student supervisor/instructor.
- At least one year of experience as a licensed physical therapist.
- At least six months of experience at the current clinical facility.
- Demonstration of clinical competence and professional behavior consistent with current standards of the PT profession.
• Completion of clinical instructor training (including, but not limited to, the APTA Credentialed Clinical Instructor Program - www.apta.org/Educators/Clinical/EducatorDevelopment)

Additionally, Guidelines and Self-assessments for Clinical Education are available at www.apta.org/Educators/Clinical/SiteDevelopment/

The clinical site shall cooperate with GVSU in the planning and conduct of the student's clinical experience to the end that the clinical experience may be appropriate in light of GVSU's educational objectives. The clinical instructor shall provide written evaluations on each student which shall set forth level of performance, progress, and potential as a physical therapist. The site shall follow student evaluation standards established by GVSU and use evaluation tools/forms provided by GVSU (Clinical Performance Instrument [CPI] – see section on student evaluation and recording forms).

a. **Supervision:**

   Clinical facility staff is responsible for the direct supervision of students at the clinical site. The inexperienced student needs direction, guidance and assistance to assure the safety of patients and of him/herself. At a minimum, GVSU policy requires that a licensed physical therapist be on-site and accessible when a student is involved in direct patient care. In addition, appropriate supervision will be determined by Federal and State laws, reimbursement regulations, student experience, the student’s perceived need, and clinical facility policy. Current information about Medicare requirements for student supervision can be found at www.apta.org/Payment/Medicare/Supervision/. The D.C.E./A.C.C.E. should be consulted if questions arise regarding supervision levels.

b. **Clinical Education Relationships:**

   The primary relationship for supervision, instruction and evaluation during a clinical education experience is between the student, C.I. and C.C.C.E. The role of the A.C.C.E./D.C.E. is to serve as a resource to facilitate the student and C.I./C.C.C.E. teaching/learning relationship, and to assist in integrating and synthesizing the clinical education experiences across each student’s individualized clinical education sequence.

   An effective C.I.-student relationship is a key element of a successful learning experience, and a collegial model enhances the C.I.-student relationship and the clinical learning experience. In a collegial model, the student is considered to be a member of the physical therapy profession and to be an active participant in the planning, implementation and evaluation of the clinical learning experience. Open, supportive communication between the student and C.I. is an essential component of a collegial model and a successful clinical learning experience.

2. **Information to be Provided to the Educational Program and Students:**
At least one month prior to the first student assignment, each clinical site will complete a Clinical Site Information Form (CSIF) to provide students and program faculty with appropriate information about the clinical facility. Clinical sites will be expected to update this form as needed to reflect changes.

The clinical site will provide the program with information regarding policies and procedures of the site that it desires students and faculty to be informed of prior to the start of a clinical experience. These rules and regulations may be regarding, but are not limited to, professional conduct, confidentiality of patient and facility records, HIPAA, use of proprietary information, and the responsibility and authority of the staff of the facility over patient care and facility administration. Additionally, students may be informed of relevant policies and procedures of the clinical site during the on-site orientation process.

3. **Communication of Complaints about Student Performance**

Any significant concerns of a C.C.C.E. or C.I. regarding the performance of a student should be made known to the D.C.E./A.C.C.E. immediately via phone or e-mail so that remediation of any problems can begin promptly. Agency supervisory personnel may, in an emergency or in certain cases based upon applicable standards of physical therapy practice, temporarily remove a student from a specific assignment or require that such student leave the floor or department pending a final determination of his/her status. The agency must submit a detailed written report of any such action to GVSU within three business days (excluding Saturday, Sunday and holidays) after its occurrence, and the appropriate parties shall cooperate in an effort to avoid its recurrence.

4. **Educational Reports/Records:**

Staff of the clinical site will recognize the confidential status of student educational records pursuant to the Family and Educational Rights and Privacy Act (FERPA), and will respect the confidential nature of student information about academic and clinical performance.

E. **Clinical Education Faculty Rights:**

1. To determine the number, timing and type of clinical experiences offered to the program;
2. To receive at least 3 months advance notice of student assignment;
3. To have access to the ACCE or DCE prior to and during a clinical experience for consultation via phone, e-mail or site visit;
4. To have access to information about the academic and clinical education curriculum;
5. To receive information about the types of learning experience desired for the student and outcome expectations for the student;
6. To expect that students will be academically prepared for the clinical experience;
7. Based upon applicable standards of physical therapy practice, to temporarily remove a student from a specific assignment or the clinical facility pending a final determination of the student’s status;
8. To communicate concerns or complaints about the program or student to the ACCE or DCE;
9. To receive a student evaluation of the CI and clinical site prior to completion of a clinical experience;
10. To provide input to the program about the didactic and clinical education components of the curriculum.

F. Benefits to Clinical Education Faculty:

1. Attendance at selected program-sponsored clinical education workshops at reduced or no cost.
2. Availability of core faculty to provide in-services to clinical education faculty at the clinical education site.
3. Transportation to selected regional clinical education meetings.
4. GVSU recognizes clinical education faculty by appointing them a gratis academic title of “Affiliated Clinical Faculty”. CIs will be required to instruct a minimum of one GVSU student per year to maintain the gratis assignment. Affiliated Clinical Faculty are eligible to enroll in the Preceptor Perks Program. The perks include GVSU identification badge, GVSU library privileges, 50% off all GVSU athletic events, GVSU Fieldhouse membership, golf discount at the Meadows in Allendale, GVSU faculty community discounts, and free registration to the annual West Michigan Interprofessional Education Initiative conference. To gain access to the Preceptor Perks Program preceptors must register for the program by visiting the Office of the Vice Provost for Health website, www.gvsu.edu/vphealth.

(The clinical education faculty are not employees of the University and do not receive monetary reimbursement or fringe benefits from the University for the provision of student clinical education, and do not have involvement in faculty governance.)

G. Student Responsibilities for Clinical Education:

1. Transportation:

Each student must provide his/her own transportation to/from assigned clinical sites.

2. Housing:

It is the student’s responsibility to make any necessary contacts or arrangements for housing during a clinical experience. If free housing is not provided by a clinical site, the student is responsible for this cost.

3. Rules for Students While at the Clinical Site:
a. Prior to beginning the clinical experience and after reviewing the clinical site file at the university, students should contact the C.C.C.E. for necessary information.

b. Attire: Students are expected to be well-groomed and in appropriate attire. Each clinical facility may specify what is and is not appropriate dress. Students are expected to purchase lab coats, appropriate shoes, and other attire as required by the clinical facility. In the absence of specific facility dress code, the following standards should be followed:
   1.) Professional, casual dress is acceptable attire, consisting of non-jean full-length pants and a polo, button-down or pull-over shirt without writing or logos.
   2.) Necklines and shirt lengths should allow for bending and reaching without exposure of the bust or skin between the shirt and pants.
   3.) Shoes should have non-skid soles, and closed toe and heel. Athletic shoes should not be worn unless approved by the clinical site.
   4.) Hair should be neat and clean, and should be secured so that it does not cover a student’s face or contact a patient. Facial hair must be able to be covered with a face mask.
   5.) Scented products should not be used as some patients may have allergies or sensitivities.
   6.) Nail length should not exceed the end of the fingertips.
   7.) Jewelry should be minimal. Tongue, nose and eyebrow rings are not acceptable.

c. Name Tags: Name tags will be acquired by students prior to the start of Clinical Education I. Name tags are to be worn as required by the facility. In some cases, the facility may provide a specific type of name tag. If, however, this is not provided, students will be required to provide one, which clearly designates them as student physical therapists. Students are required to clearly introduce themselves to patients and clinical staff as physical therapy students or interns.

d. Professional Conduct – At all times the student is expected to demonstrate professional behavior. Non-compliance with any of the following will be taken into account in the student’s evaluation. Non-compliance can result in dismissal from the clinic, an unsatisfactory grade, and/or dismissal from the Physical Therapy program.

   1) Follow the policies and procedures of the GVSU Department of Physical Therapy and the clinical facility. This requirement includes, but is not limited to, complying with the clinical site’s policies and procedures related to confidentiality of patient information and HIPAA. When patients’ personal health information is used for educational purposes at the University, such as case studies and presentations, all information must be appropriately de-identified.
Students are expected to follow the policies and procedures of the clinical site when obtaining protected health information for educational purposes, and in regard to the use of proprietary information of the site. If desired by the clinical facility, the College of Health Professions Standard Release Form may be used to obtain patient consent for use of images or records.

2) Comply with the ethical standards of the APTA, GVSU, and the clinical facility.

3) Conduct himself/herself in a professional manner in regard to both patients and staff.

4. **Sequence of Communication:**
   a. Open, timely communication between a student and C.I. is essential for an effective clinical learning experience.

   b. If a student has a concern about a clinical experience, the issue should first be discussed with the C.I. If the issue is not resolved through communication between the C.I. and student, the concern should be communicated to the C.C.C.E. If the issue is still unresolved, the student should communicate with the A.C.C.E./D.C.E. The A.C.C.E./D.C.E. also may be consulted for guidance at any time in this process.

5. **Student Self-Evaluation:**
   a. The student will evaluate himself/herself on the appropriate forms prior to the formal mid-term and final evaluation meetings.

   b. The results of the self-evaluation will be shared with the clinical instructor and compared to the clinical instructor’s evaluation of the student.

6. **Student Evaluation of Clinical Experience:**
   a. The student will formally evaluate the C.I at midterm, and the C.I. and clinical site immediately prior to the completion of the experience.

   b. The results of the evaluation will be shared with the C.I. at midterm and prior to the completion of the experience. The clinical site and C.I. evaluation form will be returned to the D.C.E./A.C.C.E. at the completion of the experience.

   c. Students are expected to be honest, objective and constructive when completing the clinical experience evaluation.

H. **Health Compliance:**

Infectious, communicable diseases are common in many clinical education settings, and
during clinical education activities, students may be exposed to patients or clients with diseases such as, but not limited to, tuberculosis (TB), hepatitis B (HBV), influenza, and other infections.

University policy, state and federal statutory regulations, and accreditation standards for affiliated clinical agencies require that students comply with certain health, safety and legal requirements. As such, GVSU is contractually mandated to ensure that all students attain and maintain full compliance with each program’s set compliance requirements. Students will find detailed information about GVSU health compliance requirements and due dates on Blackboard-Organizations-Health Compliance. These requirements include drug screening and a criminal background check. Students may need to fulfill additional requirements of clinical education sites and are responsible for any cost associated with fulfilling all compliance requirements. Students will provide their compliance documentation to clinical facilities upon request. Failure to fulfill all health compliance requirements will preclude the student’s participation in clinical experiences.

In the event of an illness, injury, or other event that results in questions about a student’s readiness to fully participate in a clinical experience, additional documentation may be required from an appropriate health care provider prior to a student beginning or returning to a clinical experience. Students are responsible for access and cost of emergency health care during clinical education experiences.

I. **Insurance Coverage:**

1. **Malpractice and Personal Liability Insurance:**

   a. Upon admission to the Physical Therapy Program, students are enrolled in GVSU’s Student Blanket Malpractice and Professional Liability Insurance Program. This policy is renewed annually for the duration of enrollment in the PT program and participation in clinical education activities. Limits of coverage are up to $2,000,000 per occurrence or up to $6,000,000 aggregate. Each affiliating facility will receive a certificate of enrollment in the policy prior to the start of each clinical experience.

   b. If a student is involved in any incident during a clinical experience that may potentially result in a malpractice or liability claim, the D.C.E./A.C.C.E. must be notified and consulted regarding how to proceed. Appropriate contacts with the university’s legal counsel and insuring agents will be made through the D.C.E./A.C.C.E.

2. **Health Insurance:**

   Each physical therapy student and faculty member involved in the clinical education curriculum is encouraged to have in force, at the commencement of an experience, a health insurance policy mutually satisfactory to GVSU and the clinical facility. This would routinely include a minimum coverage for emergency medical services and hospitalizations. Upon request, students will provide clinical education sites
documentation of enrollment in a health insurance program and outlines of coverages provided by the policy.

3. Injury:

During clinical experiences, students are not employees of GVSU or clinical education sites. Therefore, GVSU and clinical education facilities are not responsible for the cost of care needed as a result of injury obtained while participating in a clinical experience. The cost of any medical care is the responsibility of the student.

J. Attendance:

Students are expected to be in attendance at the clinical site during assigned working hours of the facility throughout the clinical experience except in extenuating circumstances (illness, funeral, etc.). A typical full-time clinical education experience consists of 40 scheduled hours per week in the clinic. In the role of a developing professional, students will typically need additional time beyond scheduled clinic hours for preparation and for completion of documentation. Any desired alterations from the standard schedule of a given clinical experience must be approved by the D.C.E./A.C.C.E. prior to discussion with the C.C.C.E. and C.I.

When participating in clinical experiences, students must consider their health and the health of those with whom they come in contact. If the student feels he/she has an illness that may be harmful to patients, he/she should not participate in the clinical experience for that day. In extenuating circumstances (illness, funeral, etc.), students may be granted an excused absence. The need for make-up time for these circumstances will be determined by the C.I. in consultation with the C.C.C.E. and D.C.E./A.C.C.E. (as needed). Because observation does not replace practice, if a student has a condition which doesn't allow him/her to perform essential functions of physical therapy practice, he/she will not be allowed to continue the clinical experience.

Policies regarding notification of the C.C.C.E. or C.I. by the student in the case of an absence for illness should be developed by the clinical site, and the student should be informed of such policies. In general, if students will be absent, they should contact the clinical facility prior to the start of their work day. They also should notify the D.C.E./A.C.C.E about the absence within 24 hours of its occurrence. The clinical site may request a physician’s report if the student was absent because of illness.

In the event of inclement weather, students may make a decision about clinic attendance in consultation with their C.C.C.E., C.I. and D.C.E./A.C.C.E. This decision may be based on weather advisories, road conditions, distance from residence to clinic, and clinic schedule. Closure of GVSU due to local weather conditions is not an automatic day off from the clinical site.

Thanksgiving Day, Memorial Day, July 4th and Labor Day are holidays in which students are excused from the clinic. The Friday after Thanksgiving is not an automatic day off from the clinical site unless a day off is requested and granted by the C.C.C.E. and C.I. The C.C.C.E.
and C.I. may make this decision based on student clinical performance, attendance record and the staffing needs of the department. If the student is granted a day off, this day is expected to be made up.

If the D.C.E./A.C.C.E. observes a pattern of repeated absences across clinical experiences that interferes with the objectives for the experiences, the student may be required to make-up missed time or to complete an additional clinical experience.

K. Clinical Education Standards:

1. Clinical Education is an important part of any Physical Therapy professional curriculum. At GVSU the academic and clinical components of the curriculum are intertwined and build toward attainment of professional competence. To this end, clinical experiences are interspersed throughout the professional curriculum and are sequenced. All students must satisfactorily complete Clinical Education I, II, III, IV and V to fulfill the program requirements. If a student does not satisfactorily complete one course, he/she may not progress to the next course without satisfactory completion of remedial work. An exception may be made for PT 675, as described below.

2. Students will not be allowed to participate in clinical experiences if there is a reason to believe that they are unprepared for this type of experience. Sufficient reasons include:
   
a. Questions about the student’s ability to safely manage patients.
   
b. Academic probation giving reason to believe that a student is unprepared to participate in clinical experiences. The clinical faculty assumes a specific level of knowledge and ability in a student who is to treat their patients. Academic probation puts the level of understanding and performance of the student into question. A student who is on probation for an isolated course deficiency may be allowed to participate in a clinical experience if the faculty determines that other areas of knowledge are appropriate and that the deficiency can be remediated and is not critical to the student’s performance in that particular clinical experience. Remedial work in the deficient area will be required and must be completed within one semester.
   
c. Evidence of unethical or illegal behavior.
   
d. Medical or psychological conditions which could endanger the safety of the student or the patients entrusted to them or that prevent the student from fully participating in the clinical experience.
   
e. Problems identified with professional behaviors which may result in a student being regarded by faculty as unprepared for clinical assignment. With the guidance of faculty, the student must resolve the problem area prior to the clinical assignment.
3. **Interruption of Clinical Education I, II, III, IV or V:**

   a. If the student is unable to complete a clinical experience due to illness, injury, pregnancy, or other personal situations, the following steps will be taken:

      1) The student (or his/her representative) will notify the D.C.E./A.C.C.E. and/or the Clinical Instructor (if the student or representative is unable to notify the Clinical Instructor, the D.C.E/A.C.C.E. will do so).

      2) In the case of illness, injury, or pregnancy, the student’s physician should notify the D.C.E./A.C.C.E. in writing of the student’s inability to complete the experience(s).

      3) In the case of personal situations, the student should document in writing the extent of the problem. If the student is receiving counseling or psychological services, a letter from the counselor or psychologist/psychiatrist also may be required.

      4) With Physical Therapy program faculty approval, the student may continue to take classroom courses even though he/she is unable to participate in clinical experiences.

      5) The student will meet with the D.C.E./A.C.C.E. to discuss a time frame for future completion of the clinical education experience. If the student will not complete the clinical experience during the current semester, a grade of incomplete (I) will be assigned.

      6) At the appropriate time, the D.C.E./A.C.C.E. will arrange for the completion of the clinical education experience.

      7) If there is a substantial interruption between the time the student finished his/her classroom coursework and the start of the clinical education experience, at the discretion of the Physical Therapy faculty, the student may be required to demonstrate competency of didactic work.

      8) Before resuming his/her clinical experiences, the student will provide the Department with a written statement from the physician, psychiatrist, psychologist, counselor, etc. stating that he/she feels the student is able to resume the clinical experiences. If the reason for interruption of the clinical education experience is personal, the student will submit the written statement on his/her own behalf.

   b. At any time in the processes listed above, university resources for learning and success, such as the Counseling Center, Disability Support Resources,
Student Academic Success Center, may be contacted for consultation regarding the completion of the clinical education experience.

4. **Unsatisfactory Clinical Performance:**

a. The following may result in dismissal from and/or unsatisfactory completion of Clinical Education I, II, III, IV, V:

1) Unexcused absences.
2) Excused absences in excess of 10% of the total affiliation time.
3) Unethical and/or unprofessional conduct.
4) Misconduct resulting in possible danger to a patient(s).
5) Failure to meet course objectives as described in course outline.

b. If a student fails to satisfactorily complete a clinical education course, any or all of the following steps can be taken as determined by the D.C.E./A.C.C.E. in consultation, as needed, with the Physical Therapy faculty.

1) Make-up time for unexcused or excessive absences/ tardiness.
2) Additional clinical time in the same or a different facility to improve skills to meet course objectives and enhance professional and ethical standards.
3) Arrange for more didactic work to be completed prior to further clinical experience.
4) Advising the student to seek a specialist (such as educational or psychological) to deal with specific problems which may be interfering with performance.
5) Dismissal from the Physical Therapy program.

c. Detailed procedures for unsatisfactory clinical education course completion.
1) If a student does not meet the criteria for satisfactory clinical education course completion at the end of the current semester, a grade of I, or No Credit (NC) will be given. The course grade will be based on the nature and extent of the deficient areas.
2) If a student receives an I, the following procedure will be followed.
   a) The D.C.E./A.C.C.E. in consultation with the student, CI and C.C.C.E. and PT faculty, will determine if another clinical experience or remedial experience should be scheduled immediately or if a review is considered necessary. The options include:

      i. Advising the student to seek a specialist (such as educational or psychological) to deal with specific problems which may be interfering with performance.
      ii. Arranging for more didactic work to be completed prior to further clinical experience. Satisfactory
completion of these specific assignments will be necessary for further clinical experience to be scheduled. Additional clinical experience directed towards problem areas will be scheduled following satisfactory completion of the review.

iii. If a review is not considered necessary, the D.C.E./A.C.C.E. will schedule additional clinical experience directed towards problem areas, and inform the PT faculty of this decision.

iv. Except in extenuating circumstances, a student may repeat no more than the equivalent of one experience for remediation of a clinical education course.

b) The remediation plan will be described in a learning contract to be signed by the student and shared with the CCCE and CI for the scheduled experience.

c) If the student meets the criteria for remediation as described in the remediation plan, the student will receive credit (CR) for the course and will return to good standing in the program.

d) If the student does not meet the criteria for remediation, as described in the remediation plan, the student will receive a grade of NC for the course.

3) If a student receives NC for a clinical education course, the student will be placed on probation and the following procedure will be followed, in addition to the procedure for academic probation (see Physical Therapy Student Handbook).

a) The student will be required to retake the course in order to continue in the PT Program.

b) The PT faculty will meet to decide what actions will be taken. The options include:

i. Advising the student to seek a specialist (such as educational or psychological) to deal with specific problems which may be interfering with performance.

ii. Arrange for more didactic work to be completed prior to further clinical experience. Satisfactory completion of these specific assignments will be necessary for further clinical experience to be assigned. Clinical placements for a course retake will be scheduled by the D.C.E./A.C.C.E. after satisfactory completion of remedial work.

c) If the student meets the objectives and course expectations as described in the course outline during the course retake, the student will receive a grade of CR and will return to good standing in the program.
e) If the student does not meet the objectives and course expectations as described in the outline, the student will receive a grade of NC for the course.
f) Students will be allowed to retake a clinical education course only one time. If the student receives a grade of NC after a retake, the student will be dismissed from the PT Program.

d. Unsatisfactory completion of Clinical Education III (PT 675)

1) If the student does not meet the criteria for credit in PT 675, the student may be allowed to proceed on schedule to PT 677 if the areas of deficiency or extent of deficiency are not believed to impact performance at the PT 677 clinical site.

a) The C.C.C.E. at the PT 677 site will be informed of the deficient areas.
b) The D.C.E./A.C.C.E., in consultation with the student, PT 675 C.I. and C.C.C.E. and PT faculty, will determine remediation activities needed for PT 675 deficiencies, which may include:
   i. Content review and application during PT 677
   ii. Advising the student to seek a specialist (such as educational or psychological) to deal with specific problems which may be interfering with performance
   iii. On-campus remediation during the following semester
   iv. Additional clinical time
c) The remediation plan will be described in a learning contract to be signed by the student.
d) A grade of credit for PT 675 will be given after successful completion of remediation.
e) Credit must be earned for PT 675 prior to participation in PT 698.

2) If the deficient areas or extent of deficiency in PT 675 is such that performance in PT 677 will be impacted, the student’s participation in PT 677 will be delayed until remediation of deficiencies is satisfactorily completed.

a) The D.C.E./A.C.C.E., in consultation with the student, PT 675 C.I. and C.C.C.E. and PT faculty, will determine remediation activities needed for PT 675 deficiencies, which may include:
   i. Advising the student to seek a specialist (such as educational or psychological) to deal with specific problems which may be interfering with performance
   ii. On-campus remediation
   iii. Additional clinical time
b) The remediation plan will be described in a learning contract
to be signed by the student.

c) A grade of credit for PT 675 will be given after successful completion of remediation.

d) Credit must be earned for PT 675 prior to participation in PT 677.

e) If remediation is not complete at the end of the fall semester, the student will receive a grade of I or NC for PT 675. The course grade will be based on the nature and extent of deficient areas and remediation progress.

3) In either situation described above, if a student is not successful in completing the remediation plan satisfactorily in the defined time frame a grade of NC will be given for PT 675.

e. At any time in the processes described above, university resources for learning and success, such as the Counseling Center, Disability Support Resources, Student Academic Success Center, may be contacted for consultation regarding the completion of the clinical education experience.

f. Students can appeal the decision of the D.C.E./A.C.C.E. or Physical Therapy faculty by consulting the Chair of the Department of Physical Therapy.