INTRODUCTION

The purpose of the Physical Therapy Clinical Education Manual is to provide the student with an overview of the clinical education component of the New York Institute of Technology’s Doctor of Physical Therapy (DPT) curriculum. This manual will serve as a resource as you progress through the program and guide you through your clinical education experiences.

The Faculty welcomes you to NYIT’s Program in Physical Therapy and will be available to assist you by appointment.
THE MISSION OF NEW YORK INSTITUTE OF TECHNOLOGY

The Mission of New York Institute of Technology is threefold:

1. To provide career-oriented, professional education

There are presently six professional career-oriented schools within the NYIT structure. They are Health Professions, Behavioral and Life Sciences, Architecture and Design, Education and Professional Services, Engineering and Technology, Arts, Sciences and Communication, and Management. In addition, there is the New York College of Osteopathic Medicine and two career-oriented centers, Labor and Industrial Relations and Energy Policy and Research.

2. To offer access to opportunity for all qualified students

This is provided at NYIT in many forms. These include, but are not limited to:
- low tuition
- financial aid for deserving and needy students
- open admissions to begin class work in some schools
- multiple campus locations
- use of technology, such as distance learning

3. To support applications-oriented research that benefits the larger world

The growth of technology in instruction at NYIT has been vast in the past 10 years. Distance learning (fiber optic video classes) was installed five years ago, and demand for use of the nine distance learning classrooms has increased to capacity. In addition, there has been a large infusion of computers in instruction, student resource areas and the library. Access to the World Wide Web has increased for the students and faculty alike.

The Mission of NYIT School of Health Professions is:

The School of Health Professions is committed to providing students the opportunity to transform their lives by preparing them for a rewarding career in the health professions. The School is dedicated to providing a high quality learning environment that fosters a multicultural inter-professional perspective, spirit of scientific inquiry, life-long learning, and ethical behavior for all students.
The Mission Statement of the Physical Therapist Professional Education prepared by the American Physical Therapy Association (APTA) is as follows:

The mission of physical therapist professional education is to graduate knowledgeable, self-assured, adaptable, reflective, and service-oriented practitioners who, by virtue of critical thinking, lifelong learning and ethical values, render independent judgments concerning patient or client needs; promote the health of the client; enhance the professional, contextual, and collaborative foundations for practice. These practitioners contribute to society and the profession through practice, teaching, administration, and the application of new knowledge.

The Mission Statement of the NYIT Physical Therapy Program in combination with the above statement, from the APTA, and in keeping with the general Mission of NYIT and the Mission of the School of Health Professions is as follows:

To offer suitable qualified applicants a Physical Therapy program that prepares skilled, knowledgeable, adaptable, cultural sensitive, technologically innovative clinicians, scientist and researchers.
Mission and Purpose of Clinical Education

The faculty at NYIT is dedicated to preparing skilled, knowledgeable, adaptable, culturally sensitive, technologically innovative clinicians, scientist and researchers. We are committed to providing the education necessary to allow students to become entry level competent Physical Therapists with high professional standards. The clinical education component of the curriculum plays a vital role in the student’s development.

The clinical education component of the curriculum includes three classroom courses and four clinical education experiences. Professional growth will occur in all three domains of learning: affective, cognitive and psychomotor, through a combination of classroom and clinical education experiences.

I. AFFECTIVE DOMAIN

This domain includes verbal and non-verbal communication skills.

CRITERIA

(1) The student is aware of his/her own values and personal preferences and does not allow these to interfere with safe and effective delivery of patient care.

(2) The student develops effective oral communication skills with patients demonstrating empathy, proper volume and appropriate choice of terminology.

(3) Non-verbal communication must be monitored by the student and appropriate adjustments made according to the clinical situation.

(4) Verbal and non-verbal communication with clinical physical therapy staff and inter-departmental staff must be professional.

(5) The students accepts feedback regarding communication skills and implements strategies for change until acceptable and effective skills have been achieved.
II. COGNITIVE DOMAIN

This category includes the demonstration of physical therapy knowledge base necessary to apply skills in the clinical setting.

CRITERIA

(1) The student is able to integrate didactic information into the clinical setting. This pertains to background information this is vital to carrying out evaluation and treatment skills.

(2) The student acknowledges self limitations and implements strategies to expand and/or clarify his/her knowledge base as needed or requested.

(3) Problem solving skills and generalization of physical therapy principles are demonstrated by the student.

III. PSYCHOMOTOR DOMAIN

This category encompasses the largest area because it includes the “doing” portion of physical therapy: hands-on implementation of skills performed on patients. Often skills must be practiced over and over until they yield the desired result. Students should acknowledge those skills which need improvement, exhibit initiative to improve them, incorporate feedback from instructors without reminders and demonstrate progressive improvement.

CRITERIA

(1) The student demonstrates accurate evaluation skills consistent with the curriculum level.

(2) The student demonstrates 100% safety 100% of the time with all functional aspects of patient care.

(3) The student is aware of his/her own body mechanics, as well as her/his own physical limitations.

(4) Clinical treatment skill level improves throughout all four clinical education placements. Students are encouraged to practice skills learned in the previous semester.
The physical therapy curriculum includes three courses exclusively devoted to the fundamental aspects of the clinical education process. These courses are dispersed to complement the students’ clinical exposure. These three courses emphasize the affective domain of learning, critical thinking and clinical problem solving skills. These skills are an integral part of becoming a competent, knowledgeable and empathetic health care professional. Professional behaviors are also emphasized in these courses.

The combination of classroom instruction and clinical experience sets the appropriate groundwork for the student to become an effective and competent practitioner.

Clinical affiliations allow the student to combine classroom instruction with hands-on patient experience. This provides the student with the opportunity to apply learned skills to actual patient care. The direct patient care and the feedback provided by Clinical Instructors (CI) reinforce and modify the student’s psychomotor skills. The student gains a broad understanding of the scope of physical therapy practice, and is afforded the expertise of several professionals’ approaches to patient care, by being placed at four different clinical education sites throughout the length of the program.
CURRICULAR OBJECTIVES

Graduates of the New York Institute of Technology Physical Therapy Program will be able to:

1) Evaluate fully through gathering of relevant patient information, taking proper history and selecting and administering the specific tests and measures to obtain data.

2) Make clinical judgment based on data gathered from the examination.

3) Provide the physical therapy diagnosis which is the process and end result of evaluating information obtained by the patient examination, which the physical therapist then organizes into defined clusters, syndromes or categories to help determine the most appropriate intervention strategies.

4) Plan an intervention based on the examination and evaluation consistent with the physical therapy diagnosis.

5) Carry out the intervention, modifying and assessing appropriately as needed.

6) Express oneself clearly, through verbal communication, gesture, and/or written communication, to colleagues, supervisors, patients, their families and other health professionals, on a formal or informal basis.

7) Educate patients, their families, the patient's caretakers, and/or other staff members regarding relevant information, such as exercise programs, specific precautions, or a general in-service.

8) Understand the privileges, responsibilities, and goals of the various organizations within the physical therapy associations.

9) Take knowledge received from the physical therapy curriculum and adapt it to various clinical, educational, and research settings that are available to physical therapists.
CLINICAL EDUCATION OBJECTIVES:

Clinical Education I

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

1. Demonstrate safe practice and professional manner at all times.
2. Demonstrate ethical and legal practice standards at all times.
3. Demonstrate appropriate verbal and nonverbal communication skills with patients, their families, colleagues, and other health care providers.
4. Demonstrate novice to developing level skills in all forms of written documentation.
5. Demonstrate novice to developing level skills in adapting physical therapy care within the clinic and involving individuals’ differences.
6. Demonstrate novice to developing level skills regarding performing a physical therapy examination, determining a physical therapy diagnoses, and designing a physical therapy care plan.
7. Demonstrate ability to perform physical therapy interventions that have been covered in the first academic year.
8. Demonstrate novice to developing level skills regarding use of resources within the clinic, such as time management, equipment use, etc.
Clinical Education II

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

1. Demonstrate safe practice and professional manner at all times.
2. Demonstrate ethical and legal practice standards at all times.
3. Demonstrate appropriate verbal and nonverbal communication skills with patients, their families, colleagues, and other health care providers.
4. Demonstrate developing to entry level skills in all forms of written documentation.
5. Demonstrate developing to entry level skills in adapting physical therapy care within the clinic and involving individuals’ differences.
6. Demonstrate developing to entry level skills regarding performing a physical therapy examination, determining a physical therapy diagnoses, and designing a physical therapy care plan.
7. Demonstrate ability to perform physical therapy interventions that have been covered over the two academic years.
8. Demonstrate developing to entry level skills regarding use of resources within the clinic, such as time management, equipment use, etc.
Clinical Education III

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

1. Demonstrate safe practice and professional manner at all times.

2. Demonstrate ethical and legal practice standards at all times.

3. Demonstrate appropriate verbal and nonverbal communication skills with patients, their families, colleagues, and other health care providers.

4. Demonstrate entry level skills in all forms of written documentation.

5. Demonstrate entry level skills in adapting physical therapy care within the clinic and involving individuals' differences.

6. Demonstrate entry level skills regarding performing a physical therapy examination, determining a physical therapy diagnoses, and designing a physical therapy care plan.

7. Demonstrate ability to perform physical therapy interventions that have been covered over the two academic years.

8. Demonstrate entry level skills regarding use of resources within the clinic, such as time management, equipment use, etc.
Clinical Education IV

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

1. Demonstrate safe practice and professional manner at all times.
2. Demonstrate ethical and legal practice standards at all times.
3. Demonstrate appropriate verbal and nonverbal communication skills with patients, their families, colleagues, and other health care providers.
4. Demonstrate entry-level skills in all forms of written documentation.
5. Demonstrate entry-level skills in adapting physical therapy care within the clinic and involving individuals’ differences.
6. Demonstrate entry-level skills regarding performing a physical therapy examination, determining a physical therapy diagnoses, and designing a physical therapy care plan.
7. Demonstrate ability to perform physical therapy interventions that have been covered over the three academic years.
8. Demonstrate entry-level skills regarding use of resources within the clinic, such as time management, equipment use, etc.
Clinical Education IV Specialty Objectives

At the completion of the four-week clinical specialty, the student will be able to:

1. Demonstrate safe and professional manner at all times.
2. Demonstrate legal and ethical practice standards at all times.
3. Define the clinical specialty within the physical therapy profession.
4. List the necessary requirements that a physical therapist needs for the specific clinical specialty.
5. Identify the various types of patient diagnoses commonly seen within the clinical specialty.
6. Examine the various equipment and appraise the techniques used in this clinical specialty.
7. Review the various forms of documentation used in this clinical specialty.
8. Apply known academic knowledge to this clinical specialty and integrate into patient care, as allowed by clinical instructor.
9. Provide feedback to the clinical instructor and to NYIT about the four-week clinical specialty experience.
There are a total of thirty-six (36) weeks of full-time clinical education experience in the curriculum.

The four affiliation time blocks are as follows:

I. **FIRST AFFILIATION: EIGHT (8) WEEKS / FULL-TIME**

This affiliation is scheduled in the spring and/or summer of the first year. It may be scheduled for any eight-week block from the end of classes in March until classes resume the following fall semester. The 8-week period is determined by the clinical site. **This period is designated as Clinical Education I and students must be available for any 8-week period during the specified clinic sequence. Employment obligations or vacations do not supersede clinical education placement.**

II. **SECOND AFFILIATION: EIGHT (8) WEEKS / FULL-TIME**

This affiliation is scheduled during the spring and/or summer of the second year. It may be scheduled for any eight-week block from the end of classes in March until classes resume the following fall semester. The 8-week period is determined by the clinical site. **This period is designated as Clinical Education II and students must be available for any 8-week period during the specified clinic sequence. Employment obligations or vacations do not supersede clinical education placement.**

III. **THIRD AFFILIATION: EIGHT (8) WEEKS / FULL-TIME**

This affiliation is scheduled during the final 8 weeks of the fall semester of the final (third) year. It is an 8-week, full-time affiliation scheduled following the “A” cycle shortened academic semester, and runs to the end of the Fall academic semester.

IV. **FOURTH AFFILIATION: TWELVE (12) WEEKS/FULL-TIME**

This affiliation is a twelve (12) week full-time affiliation. The fourth affiliation begins the first week in January and ends in late March. This affiliation may be completed at a single clinical site, or may be completed at two separate clinical sites, in a 2:1 ratio (i.e. eight weeks at one site, and four weeks at a second site: the four-week affiliation is designed to provide the student exposure to a specialty- area of practice.)
REQUIREMENTS FOR CLINICAL SITES

I. LIABILITY INSURANCE

All clinical sites require liability insurance coverage. The student is responsible for purchasing this coverage prior to placement at any affiliation site, and for maintaining said coverage continuously until all affiliations are successfully completed. The fees are determined by the insurance carrier. The minimum coverage is $1,000,000/occurrence, $3,000,000 aggregate, however some clinical sites will require additional coverage. It is the student’s responsibility to purchase the amount of coverage required by the clinical site at which they are placed. Students are required to have liability insurance by September 1 of each academic year.

II. MEDICAL CLEARANCE FORMS

Students are required to receive an annual health assessment including Immunizations and the PPD test. The annual health assessment form conforms to New York State law requirements.

a) Evidence of a physical examination and recorded medical history by a physician to ensure that no person shall assume his/her duties unless he/she is free from a health impairment which is a potential risk to patients or might interfere with performance of his/her duties including habituation or addiction to drugs or alcohol or other substances which might alter behavior.

b) Documentation of rubella immunization or a protective rubella titre for all practitioners.

c) Documentation of immunity to measles for all practitioners born on or after January 1, 1957 as described below:
   (1) diagnosis by a physician establishing that the individual has had measles disease;
   (2) demonstration of serologic evidence of measles antibodies; or
   (3) two doses of live virus measles vaccine with the first dose administered on or after the age of 12 months and the second dose administered more than 30 days after the first dose.

d) Current P.P.D. (Mantoux) skin test for tuberculosis annually or QuantiFERON Gold Screening Test. If the screening is positive, the student must have a normal chest X-ray in the last two years or being treated prophylactically, if indicated.

Some clinical sites require an additional health form that needs to be completed prior to starting clinic. Students are financially responsible for the expenses incurred related to the medical examination. The student is required to submit
the completed annual health form to the DCE/ACCE prior to the scheduled mailing date for the assigned clinical sites, by September 1.

III. INTERVIEWS/ORIENTATION

Some clinical sites require an interview or facility orientation. The DCE/ACCE will inform students which affiliation sites require one. For sites requiring an interview prior to assignment, the site retains the right to refuse the placement of any student at their site for an affiliation. All sites are required to comply with NYIT’s non-discrimination policy for clinical placements. Length and duration of the orientation program are at the discretion of the facility.

IV. WRITTEN OBJECTIVES

The Physical Therapy Program has written objectives (included above) for each affiliation. These are mailed to the affiliation site for review prior to the start date. Each student receives a copy of the objectives as well. NYIT and clinical sites require the student to write their own objectives for the affiliation: these are reviewed and updated periodically during the affiliation with feedback from the clinical instructor.

V. CLINICAL CONTRACT (AFFILIATION AGREEMENT)

NYIT requires a signed legal contract with each clinical site. The processing of these contracts may take six to twelve (6-12) months. The Center Coordinator of Clinical Education (CCCE) and the DCE/ACCE work with their respective legal representatives to facilitate completion of the contract process. A contract can only be established with a clinical site if their legal department and the college’s legal department can agree on terms of the contract. Therefore, no student should assume that a contract will be established with any particular clinical site.

VI. READINESS TO ATTEND CLINIC

To obtain faculty opinion and approval on readiness to attend clinical education experiences, all students are filtered through the “Light” system. Students receive a “green” light if faculty feel confident that the student is ready for the rigors of a clinical setting. Typically, these students have not failed an exam or practical and have had no behavioral or professional issues.

Students that received a “yellow” light have experienced some situation where the faculty feel they should be monitored more closely. The criteria for a “yellow” light include but are not limited to the following:

- A previous ARC
- Professional behaviors issues expressed by any of the faculty
- Repeat practical exam the year prior to the clinical
- Being placed on academic probation
- Poor performance on the comprehensive examination
• Difficulty in a prior clinical education experience

Any student falling into the “yellow” light category will be required to check in with the DCE each week through SKYPE or phone call while in clinic.

Students receiving a “red” light would not be eligible to attend clinic. This serious designation is reserved for those students who have not passed a course in the year prior to the clinical or have been evaluated as failing a recent background check or drug screening or some other very serious situation. At that point, the Dean would be informed with appropriate action to follow.

CLINICAL EDUCATION PLACEMENT

The ACCE coordinates all affiliation placements. Affiliation sites are not abundant. Students should expect to travel to affiliation sites, and are responsible for related expenses. Students should be prepared to take public transportation to any of the five boroughs of NYC or adjacent counties (Nassau, Suffolk, and Westchester). Commuting time may be as long as 2 hours each way.

Every attempt is made to expose each student to a variety of clinical settings and a diversity of patient populations. Clinical sites offering placements may be posted for each affiliation time block on the appropriate student bulletin board or website. In addition, an DCE/ACCE can initiate new affiliation placements. Students are welcome to submit addresses and phone numbers of potential new clinical sites to the DCE/ACCE. The DCE/ACCE contacts all locations, in an attempt to establish contracts as well as to secure student placements for individual affiliations. Students should not request a contract or a placement from a site. All contract negotiation is completed between the clinical site and NYIT. Remember, the processing of a new contract may take six months or longer. Therefore, any new site requests should be submitted to the ACCE well in advance.

The DCE/ACCE assigns all clinical education placements. Once completed, clinical education placements are posted on the appropriate student bulletin board or website. Changes to affiliation placements or schedules are made by the DCE/ACCEs only, and are only made due to extenuating circumstances, as determined by the ACCE. Placements made by the DCE/ACCE are final.

Each student is required to complete a questionnaire each academic year to assist the DCE/ACCEs with the assignment of clinical education placements. Each student meets as needed with the DCE/ACCE throughout the three-year curriculum to assist with the planning of the affiliation placements.

Further details regarding clinical education placements are reviewed throughout PT Seminars I, II, and III. Students are welcome to schedule an appointment with the DCE/ACCE at any time to discuss clinical education placements.
I. Students are required to complete thirty-six (36) weeks of affiliation time. Time missed during an affiliation will be made-up at the discretion of the CCCE and DCE/ACCEs. Excusable absences only include illness and family emergencies. Documentation of such illnesses and emergencies must be provided to the clinical instructor or CCCE and to the DCE/ACCE upon return to the clinic.

II. Students are required to read this clinical education manual prior to their affiliation. This includes reviewing the Physical Therapist Clinical Performance Instrument and obtaining a clear understanding of the performance criteria requirements for each affiliation block.

III. It is the student’s responsibility to contact his/ her clinical site once placements are completed. All detailed requirements of the clinical site should be clarified and confirmed at that time. Students must verify receipt from the clinical site of the school’s affiliation packet. Clinical sites that have not received the student’s affiliation packet from the school should be reported to the DCE/ACCE immediately.

IV. Students are required to complete all necessary health forms for each clinical affiliation. Delivery of these forms to the DCE/ACCE prior to the mailing date for that clinical placement (typically 8 weeks prior to the start of the affiliation, the end of the semester preceding the affiliation, or dates otherwise specified) is the responsibility of the student.

V. Students are required to purchase a nametag prior to their first affiliation. These are to be worn at each affiliation. A lab coat may or may not be required by the clinical site. Students are responsible for procuring and wearing a lab coat as required by clinical sites. Students are responsible for following the uniform (dress code) guidelines required of the clinical site. Professional dress is required of students at all times while participating in clinic (refer to item XVIII for other specific requirements).

VI. Students are required to complete both a mid-term and a final written self-evaluation during each affiliation, coinciding with the clinic’s evaluation, and to review the self-evaluation with their clinical instructor. The self-evaluation will include completion of the CPI by the student, including appropriate comments in addition to VAS scoring. Failure to complete the self-CPI will result in the student receiving an “incomplete” for the clinical education course.

VII. Students will be required to complete an evaluation of their affiliation. This must be returned to the DCE/ACCE upon completion of the affiliation. This is a requirement for continuation in the program and for graduation.
VIII. The DCE/ACCE and some academic faculty perform site visitations. Each student will be visited within an allotted travel budget. The DCE/ACCEs monitor all affiliations by telephone and are available via telephone to students during all four affiliations.

IX. Once affiliation placements have been assigned, they are final unless an emergency situation arises. Occasionally a clinic cancels once a student is placed. The student will be reassigned to another clinic site based on availability.

X. The school considers safety in the clinic a necessity. Students should comply with all OSHA regulations, review patient guarding, handling techniques and body mechanics prior to beginning affiliations. If the student does not feel confident with his/her skills in this area, an appointment for review should be scheduled with an DCE/ACCE or with an appropriate faculty member.

XI. All clinical affiliations are graded on a pass/fail basis. Details are reviewed in the evaluation section.

XII. Each affiliation, in sequence from one to four, has a set of specific objectives developed by the NYIT Physical Therapy Program Faculty in accordance with the curriculum level. Students should review these prior to each affiliation.

XIII. Each clinical site receives a packet of information from the Physical Therapy Program prior to the student’s arrival. The packet includes: the student’s name, address, emergency address, telephone number and emergency telephone number, health form, the affiliation objectives, course work completed, future courses to be completed, a copy of the student’s malpractice insurance, an evaluation of the clinical site form, and a copy of the Physical Therapist Clinical Performance Instrument (CPI).

XIV. A file of prior student evaluations of clinical sites is located in the Physical Therapy Program office. Students are welcome to review this information in the office. This information is not to be removed from the office.

XV. Any student requesting an affiliation site not already contracted with NYIT must contact the DCE/ACCE with the suggestion via email. Initial contact will be made by the DCE/ACCE who determines if the site is appropriate (clinical site criteria are included in the DCE/ACCE Manual). It may take up to a year to establish a contract with a clinical site, therefore the earlier the contact is initiated by the DCE/ACCE, the better the chance for establishing an affiliation. Please note that not all clinics are appropriate for student placement. If the academic faculty determines that a site is inappropriate for clinical placement, a contract will not be established with that site. Please note that all contracts must be
approved by the legal department of the college, and that if the college and clinical site cannot agree to terms of a contract, no contract will be established with that clinical site.

XVI. Students are required to abide by the policies of the clinical site throughout the affiliation. If the student is not sure of a clinic’s policy, the student must ask for the information. Students are responsible for knowing fire and emergency procedures at their assigned clinical site. If this is not reviewed during orientation the student is responsible for acquiring this information.

XVII. The Physical Therapy Code of Ethics must be upheld at all times during affiliations.

XVIII. Students are expected to follow the dress code of the assigned facility. Professional dress includes: long hair styled away from the face or tied back, minimal jewelry, proper care of fingernails and clean personal hygiene. **Acceptable piercings include small stud-type earring in the ears ONLY. Other exposed body piercing pose potential safety hazards to the student during clinical activities. Excessive ear piercings are not acceptable.

XIX. Students’ are required to adhere to the hours assigned by the CCCE.

XX. Students will not be assigned to a clinic where they have done volunteer or paid experience unless clinical shortages and learning opportunities warrant such placement.

XXI. Students will not be assigned to a clinic from which they have received a scholarship unless it is a scholarship requirement.

XXII. No student will be permitted to complete more than one affiliation at a single clinical site. Students will be assigned to complete their affiliations at a minimum of four different clinical sites.

XXIII. Students are required to complete a minimum of one inpatient affiliation and one outpatient affiliation. Additional affiliation placements are made based upon student interest and site availability.

XXIV. NYIT requires any student who is pregnant during affiliations to provide a letter of waiver to the school and to the clinical site as well as a medical release from the physician. Student illnesses beyond two days require a doctor’s note. If a student is absent from the clinic, the student must call the DCE/ACCE and report the absence, and the reason for said absence. Documentation of the reason for the absence must be submitted to both the DCE/ACCE and the clinical site.
XXV. All students are responsible for reading the clinical education manual in its entirety and signing the confirmation and release form waiver on the final page. This signed form must be returned to the DCE/ACCE by the assigned date.

XXVI. **All students are required to have their own health insurance coverage.**
This is especially essential as you start your clinical education. Proof of this coverage should be given to the ACCE at least eight weeks prior to the start of Clinical Education I, or 8 weeks prior to the end of the semester preceding clinical placement. In the event of the need for medical treatment as a result of an injury/illness sustained while directly participating in an off-campus educational experience, medical care and services shall be at the cost and expense of the student. Other conditions may be specified under individual site affiliation agreements.

All full-time NYIT students are automatically insured for medical expense incurred as a result of accidental bodily injury with coverage up to $2,500 (as of April 2009). In addition, the college offers sickness insurance plan that provides partial payments of related doctor and hospital bills; the cost of this secondary insurance policy is minimal. There are two times a year that you can sign up for this health coverage: Deadline by October 15 and February 15. For information, contact the Office of Student Services, 516-686-7635.

XXVII. **Background and Drug Testing**
Students may be required to submit to background checks and drug screens prior to the date the student begins his/her assignment at the Clinic. No student will be allowed into the Clinic until a background check and drug screen have been completed and show no negative, derogatory, or adverse information.

XXVIII. All students are required to complete the following courses prior to the start of Clinical Education I and to maintain current certification until all clinical education has been completed:
- Basic Life Support for the Health Care Provider
- Infection Control

There is a charge for the BLS course that may be arranged by the NYIT PT Department, or taken outside of the department (at a local red cross unit, hospital or ambulance corps). If you do not take the BLS courses offered to you, it is your responsibility to find and take the courses on your own. The Infection Control will be given during the fall or spring semester by a faculty member in the PA program: it is the student’s responsibility to attend the lecture as scheduled, and to submit certification to the DCE/ACCE.
XXIX. It is imperative for all Physical Therapy students to bring any changes of mailing addresses, telephone numbers, e-mail accounts, emergency contact persons, and their respective information, in writing to the PT office in Room 501. You must hand in an updated emergency contact sheet prior to each clinical education. This form will be placed and locked in your file in your clinical education folder in the PT department offices.

XXX. Students are required to access the Blackboard Clinical Education Course that corresponds to the student’s clinical affiliation. The course syllabus, assignments and other documents the student needs to complete will be posted in the Blackboard Clinical Education course.

XXXI. Students are required to access email 4 weeks prior to the start date of their affiliation, during the affiliation and until their grades are posted.

XXXII. If a student changes his/her email address the student is responsible for notifying the DCE/ACCE and for validating that the email address is correct in corresponding Blackboard Clinical Education Course.

XXXIII. Students are required to complete and return the Student Contact Information at Clinic document by Friday of week one of the affiliation. The document must be submitted via the “assignment” link in Blackboard in their specific clinical education course. The DCE/ACCE’s email address is posted in the Blackboard course.

XXXIV. Students are required to complete all assignments listed in the syllabus. Students are required to adhere to due dates posted for the assignments. Students who do not submit required course assignments cannot receive a passing grade for the affiliation even if the CPI meets the passing criteria listed in the Student Clinical Education Manual.

XXXV. All required assignments listed in the course syllabus are to be mailed in one envelope to the DCE/ACCE or may be dropped off no later than one week after completion of the clinical affiliation. If a student chooses to mail the packet, the address will be posted in the Clinical Education Blackboard Course or in the course syllabus. The required postmark date will be one week after the last scheduled day of the clinic affiliation. No electronic submissions of any documents will be accepted unless specified. If the student is required to make up days in clinic the postmark date will reflect the scheduling change. No exceptions. A student will receive an incomplete grade if the envelope is not received by the designated deadline and required documents are missing from the envelope. If a student chooses to send the packet via mail and the envelope is lost in the mail, the student will be required to present proof that the envelope was mailed by the designated postmark date to receive a passing grade for the course.
It is the student’s responsibility to ensure that his/her final clinical documents have been received by the DCE/ACCE.

XXXVI. Students are required to adhere to facility’s accepted Bill of Rights.

CLINICAL EDUCATION EVALUATION

The total evaluation of each clinical affiliation is pass/fail. The student is expected to meet each of the criteria listed below for each clinical affiliation level. Performance criteria levels of expectation have been established based upon academic preparation and progressive clinical experiences. The student is expected to meet this level as rated on the scale by the conclusion of the affiliation (Please see the CPI for a full description of each clinical performance criteria). Note that RF = red flag. These items are considered critical. Students who do not meet these criteria at any point during the affiliation may be removed from the affiliation as requested by the clinical faculty or as deemed appropriate by the academic faculty, and will not successfully complete the affiliation (i.e. they will receive a failing grade, and will be responsible to repeat the affiliation as detailed below). The cost for registering for and repeating a failed affiliation is the responsibility of the student.

Anchor Definitions

Beginning performance (B)
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 (AB)
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 (eg, 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 (I)
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 (AI)
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.

**CLINICAL EDUCATION EVALUATION**

<table>
<thead>
<tr>
<th>Clinical Performance Criteria</th>
<th>Affiliation One</th>
<th>Affiliation Two</th>
<th>Affiliation Three</th>
<th>Affiliation Four</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Safety (RF)</td>
<td>AB, I</td>
<td>I, AI</td>
<td>AI, E</td>
<td>E, BE</td>
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<tr>
<td>2. Professional Behavior (RF)</td>
<td>AB, I</td>
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<td>3. Accountability (RF)</td>
<td>AB, I</td>
<td>I, AI</td>
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<tr>
<td>4. Communication (RF)</td>
<td>AB, I</td>
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<td>5. Cultural Competence</td>
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<td>6. Professional Development</td>
<td>AB, I</td>
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<td>E, BE</td>
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<tr>
<td>7. Clinical Reasoning (RF)</td>
<td>AB, I</td>
<td>I, AI</td>
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<td>E, BE</td>
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<td>8. Screening</td>
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<td>E, BE</td>
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<td>9. Examination</td>
<td>AB, I</td>
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<td>E, BE</td>
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<td>10. Evaluation</td>
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<tr>
<td>11. Diagnosis/Prognosis</td>
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<td>E, BE</td>
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<td>12. Plan of Care</td>
<td>AB, I</td>
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<td>E, BE</td>
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<td>13. Procedural Interventions</td>
<td>AB, I</td>
<td>I, AI</td>
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<td>E, BE</td>
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<tr>
<td>14. Educational Interventions</td>
<td>AB, I</td>
<td>I, AI</td>
<td>AI, E</td>
<td>E, BE</td>
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<tr>
<td>15. Documentation</td>
<td>AB, I</td>
<td>I, AI</td>
<td>AI, E</td>
<td>E, BE</td>
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<tr>
<td>16. Outcomes Assessment</td>
<td>AB, I</td>
<td>I, AI</td>
<td>AI, E</td>
<td>E, BE</td>
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<td>17. Financial Resources</td>
<td>AB, I</td>
<td>I, AI</td>
<td>AI, E</td>
<td>E, BE</td>
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<tr>
<td>18. Direction and Supervision of Personnel</td>
<td>AB, I</td>
<td>I, AI</td>
<td>AI, E</td>
<td>E, BE</td>
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</tbody>
</table>

**PASS/FAIL GUIDELINES:**

The student is rated using the CPI at each clinical affiliation. The criteria above must be met in order to pass each affiliation. The clinical site may recommend that the student repeat an affiliation. The academic faculty determines the final pass/fail decision.
A student may only repeat a maximum of one affiliation. Any student not meeting the above criteria will no longer be eligible for continuation in the Physical Therapy Program or a degree in Physical Therapy from NYIT. The student can not apply for the National Physical Therapy licensure examination or state licensure until successful completion of the curriculum.

**Affiliation One:** If the faculty determines that the student has failed the first affiliation, the student will be required to complete another affiliation of the same duration. Failure of the first affiliation will require that the student repeat that affiliation on a space-available basis, and may not return to the academic curriculum until it has been repeated and passed. This affiliation is the prerequisite to the Fall semester second year course work. Any course failure requires that the student undergo academic review with the program faculty. If the faculty finds that the severity of the issues warrant remediation, the student must first complete the assigned remediation process and second, complete and pass another full-time, 8-week affiliation. Note that this may delay the potential graduation date by one year. Affiliation placement is contingent upon affiliation availability. The cost of repeating the affiliation is the student’s responsibility.

**Affiliation Two:** If the faculty determines that the student has failed the second affiliation, the student will be required to complete another affiliation of the same duration. Failure of the second affiliation will require that the student repeat that affiliation on a space-available basis, and may not return to the academic curriculum until it has been repeated and passed. This affiliation is the prerequisite to the Fall semester, third year course work. Any course failure requires that the student undergo academic review with the program faculty. The student must complete assigned remediation prior to clinical placement for a full-time, 8-week placement. The student may be required to sit out one academic year to successfully meet the pre-requisite requirement for the third year fall semester. Note that this may delay the potential graduation date by one year. Affiliation placement is contingent upon affiliation availability. The cost of repeating the affiliation is the student’s responsibility.

**Affiliation Three:** If the faculty determines that the student has failed the third affiliation, the student will be required to complete another affiliation of the same duration. The student must complete assigned remediation prior to clinical placement. The student will not continue to their fourth and final affiliation until successful completion of remediation and the successful repetition of the third affiliation. Note that this delays the graduation date. Affiliation placement is contingent upon affiliation availability. The cost of repeating the affiliation is the student’s responsibility.

**Affiliation Four:** If the faculty determines that the student has failed the fourth affiliation, the student will be required to complete and pass another affiliation of the same duration. The student must complete assigned remediation prior to clinical placement. The student will not graduate until the successful completion of the repeated final affiliation. Note that this delays the graduation date. Affiliation placement is contingent upon affiliation availability. The cost of repeating the affiliation is the student’s responsibility.
NYIT  
Physical Therapy Program

Academic and Clinical Education Grading Policy Summary

Students are required to maintain an overall GPA of 3.0 or above to remain in good academic standing. Students earning a grade below “C” in any required course in the Physical Therapy Program will not be permitted to continue the sequence of physical therapy courses. An academic review with the faculty will be scheduled to discuss whether the student should repeat the course and re-enter the program the following year. This will not prevent the student from continuing at NYIT in another major area.

If a student repeats a failed course, it is required that a grade of “C” will be earned in the repeated course and that the student’s GPA must remain above 3.0. If the student earns below a “C” grade in the repeated course, the student will be offered counseling toward another major area. Students are permitted to repeat a failed course one time only. Students may repeat a maximum of one course while enrolled in the P. T. Program. This policy also applies to clinical affiliation grades, which are pass-fail. **A student is limited to failing one clinical affiliation throughout the entire curriculum sequence.** If a clinical affiliation is failed, the student is placed in one make-up clinical affiliation. This make-up clinical affiliation, and any and all remaining clinical affiliations, must be passed for successful continuation and graduation from the program. If a student withdraws from any course, permission to repeat the course and re-enter the program is based upon the criteria described above.

The grading policy in courses that include a practical (laboratory) examination or checkout as part of their grades is determined by the faculty member instructing the course. Students must pass all practical examinations. The policy for the passing criteria is included in the course syllabus.
PHYSICAL THERAPY CLINICAL EDUCATION MANUAL CONFIRMATION

I ____________________________, have read the Physical Therapy Clinical Education Manual. I understand my responsibilities as they relate to affiliations. I have reviewed the Clinical Performance Instrument (CPI) and agree to complete a self-evaluation at midterm and final of each affiliation. I understand the criteria for passing each clinical affiliation.

SIGNED: ________________________________ DATE:

Release Form for NYIT Physical Therapy Faculty

I hereby give permission to NYIT Physical Therapy Faculty to release information regarding my clinical performance during my affiliations.

SIGNED: ________________________________ DATE: