

**University of South Florida
School of Physical Therapy
& Rehabilitation Sciences**

**Clinical Education
Student Handbook
2018-2019**



USFHealth

**MORSANI COLLEGE OF MEDICINE
SCHOOL OF PHYSICAL THERAPY
& REHABILITATION SCIENCES**

Table of Contents

Section 1: Introduction

- Welcome to Clinical Education
- Abbreviations Used in this Manual

Section 2: Clinical Education in the DPT Curriculum

- Affiliation Agreements with Clinical Facilities
- Student/Intern Placement
- Student Reassignment
- Clinical Education Sequencing
- CE Team Responsibilities
- Technical Questions
- Determination of Student Readiness for Clinical Education

Section 3: Preparing for Clinical Education

- Clinical Site Education Manual
- Initial Student Contact with Assigned Clinical Instructor
- Orientation of the Student/Intern to the Clinical Site

Section 4: Expectations of Clinical Instructors

- Assignment and Effectiveness of Clinical Instructors
- Clinical Instructor Development
- Supervision of Students/Interns
- Counseling Students/Interns
- Evaluation of Student/Intern Performance
- Student/Intern Evaluation of Clinical Education Experiences
- Release of Student Information

Section 5: Expectations of Students/Interns

- Dress Code and Appearance
- Attendance Requirements
- Student Behavior/Performance Concerns
- Personal Activities
- Students with Disabilities
- Student Requirements for Clinical Education
- Background Checks and Drug Screens
- Housing, Meals, and Transportation
- Student Liability Insurance

Appendices

- Appendix 1: Clinical Education Contact Form
- Appendix 2: Student Accident Report
- Appendix 3: HIV/Bloodborne Pathogen Training
- Appendix 4: HIPAA Training
- Appendix 5: CPI Training

Appendix 6: FCCE Student Data Form
Appendix 7: Background Check, 10-Panel Drug Screen, Fingerprinting
Appendix 8: CEU Hour Verification
Appendix 9: Clinical Education Hour Verification
Appendix 10: ATPA Student Physical Therapy Evaluation Form
Appendix 11: Technical Standards
Appendix 12: Curriculum Map
Appendix 13: Directory of Faculty

Introduction

Welcome to Clinical Education!

This handbook provides guidelines for the Clinical Education (CE) component of the Doctor of Physical Therapy (DPT) curriculum of the School of Physical Therapy and Rehabilitation Sciences (SPT&RS). This handbook is a reference for the School's faculty, the School's Clinical Education Team (CE Team), Site Coordinators of Education (SCCEs), Clinical Instructors (CIs) and students/interns in the development of learning experiences for our students/interns and the evaluation of their clinical performance. Information is also included regarding rights, responsibilities, and risk management, such as: orientation of CIs and students/interns, communication requirements, confidentiality of student/intern records, and Student Accident reports. The handbook is reviewed annually by the School's CE Team, who seeks approval for revisions from the School's Curriculum Committee.

If clarification on any procedure is needed, please contact the School CE Team at dptclined@health.usf.edu OR individually:

Stephanie Anderson PT, DPT, DCE
Board-Certified Clinical Specialist in Orthopedic Physical Therapy
Director of Clinical Education
stephanieanderson@health.usf.edu
813-974-3173

Heidi Piccione PT, DPT
Board-Certified Clinical Specialist in Geriatric Physical Therapy
Assistant Coordinator of Clinical Education
hpiccione@health.usf.edu
813-974-4558

Olga Atehortua
Academic Services Administrator
oatehort@health.usf.edu
813-974-0037

Abbreviations Used in this Manual

ABPTRFE	American Board of Physical Therapy Residency and Fellowship Education
APRSC	Academics Performance Review Sub-Committee
APTA	American Physical Therapy Association
CAPTE	Commission on Accreditation in Physical Therapy Education
CBC	Criminal Background Check
CCIP	Credentialed Clinical Instructor Program
CE	Clinical Education
CESIG	Clinical Education Special Interest Group
CE Team	Clinical Education Team
CI	Clinical Instructor
CPI	Clinical Performance Instrument
CSIF	Clinical Site Information Form
DCE	Director of Clinical Education
DPT	Doctor of Physical Therapy
ECF	Extended Care Facility
EHR	Electronic Health Record
FCCE	Florida Consortium of Clinical Education
FERPA	Family Educational Rights and Privacy Act
HIPAA	Health Insurance Portability and Accountability Act
ICE	Integrated Clinical Experience
ICU	Intensive Care Unit
IP	Inpatient
LIA	Longitudinal Integrative Assessment
LTC	Long Term Care
NPTE	National Physical Therapy Examination
OP	Outpatient
PBAT	Professional Behaviors Assessment Tool
SCCE	Site Coordinator of Clinical Education
SDS	Students with Disabilities Services
SIP	Self-Insurance Program
SNF	Skilled Nursing Facility
SPT&RS	School of Physical Therapy & Rehabilitation Sciences
USF	University of South Florida
VA	Veterans Affairs

Clinical Education in the DPT Curriculum

Clinical Education at SPT&RS consists of two components: Integrated Clinical Experiences (ICE) and Clinical Education Experiences (CE).

Integrated Clinical Experience (ICE): The ICE courses consist of clinical practice experiences for all components of patient/client management, beginning in Year 1. Students are assigned to clinical experiences in selected practice settings. The ICE courses also include an introduction to the physical therapist role across practice settings, the continuum of care, and the lifespan, in preparation for full-time CE.

Clinical Education (CE): CE experiences consist of three full-time CE experiences (36 weeks total) of increasing duration. During the CE experiences, each student practices under the direct supervision of a licensed physical therapist in a variety of settings with patients who encompass a range of conditions and along the lifespan, including opportunities for consultation, and administrative and practice management activities. These courses are designed to create learning opportunities in assigned patient care settings, increasing the complexity of the student's clinical reasoning and critical thinking with the progression into each clinical experience.

Course	Semester	Length/Setting
Integrated Clinical Experience (PHT 7864)	Spring, Year 1	2 half-days, OP setting
Integrated Clinical Experience (PHT 7866)	Fall/Spring, Year 2	8 half-days, OP, IP, rehab, peds settings
Clinical Education 1 (PHT 6841)	Summer, Year 2	10 full-time weeks
Clinical Education 2 (PHT 7842)	Spring, Year 3	12 full-time weeks
Clinical Education 3 (PHT 8843)	Spring/Summer, Year 3	14 full-time weeks

To ensure entry level competencies as DPT generalists, students are required to complete full time CE experiences in each of the following areas:

1. Acute and medically complex (may include acute, SNF, home health, and/or inpatient rehabilitation)
2. Orthopedic
3. Neurologic

The assignment of experiences listed above must reflect the management of diseases and conditions across the lifespan and continuum of care throughout the duration of all full time CE experiences.

The above requirements will occur in a variety of practice settings, with varying components of clinical practice including:

Possible Practice Settings

- Hospital settings
- Rural settings
- Rehabilitation sites (sub-acute, inpatient, or outpatient)
- Outpatient clinics
- Private practice
- Government models (VA, military, county- or state-run facilities, etc.)
- School settings
- Research settings
- Pediatrics (IP/OP)
- Home health

Practice Patterns

- Musculoskeletal
- Neuromuscular
- Cardiovascular/Pulmonary
- Integumentary

Patient Lifespan

- Children, Adolescents, Adults, Geriatric

Continuum of Care

- Disease prevention
- Promotion of health, wellness and fitness
- Primary care
- Secondary care
- Tertiary care
- May include:
 - Critical Care, ICU, Acute
 - LTC/SNF/ECF/Sub-acute
 - Rehabilitation
 - Ambulatory/Outpatient

- Home Health/Hospice
- Wellness/Fitness/Industry/[Workers Compensation](#)

Due to the nature of pediatric settings and other specialties (including but not limited to women's health, wound care, lymphedema) the DCE will make the final determination regarding practice settings, practice patterns, lifespan, and continuum of care for each student/intern's full time CE assignments.

The goal of CE is to prepare the student to pass the licensure examination (NPTE) and to enter into clinical practice after graduation. Therefore, each of the clinical experiences provides increasing complexities within the practice area.

Affiliation Agreements with Clinical Facilities

Any facility providing physical therapy services may initiate the affiliation agreement process with the USF SPT&RS by contacting the School CE Team. The CE Team also may approach a facility to explore the possibility of an affiliation agreement with USF. Contact Olga Atehortua, Academic Services Administrator, for more information (olatehort@health.usf.edu).

Students are not permitted to contact potential sites or solicit sites at any time. The process of new site development, including contracts and affiliation agreements, will be managed by the CE Team. If a student wishes to pursue the development of a new site, a written request must be submitted to the Assistant Coordinator of Clinical Education to initiate the process. If the site is approved by the CE Team, it becomes available for any student (not only the student who suggested the site).

Students cannot be assigned to a facility for CE if they have held employment at that same facility or if they have completed a significant number of volunteer hours within an affiliated site. Students may not be employed in any capacity by the CE site. In order to ensure that extracurricular activities do not interfere with academic and/or clinical performance, **no physical therapy student may accept outside employment of any kind without prior approval of the School Director.** Students may, however, be awarded an honorarium or stipend to cover incidental expenses.

Every effort is made to ensure that the site has the potential to meet DPT student learning needs. These efforts may include:

- direct communication with clinical site staff,
- review of clinical site mission, philosophy, and self-assessments, and
- site visits to the facility to gather first-hand impressions of the care provided.

The following factors are given significant consideration:

- Congruence with School Mission, Vision, and Educational Philosophy.
- Variety of learning experiences to be offered.
- Needs of the School for particular types of learning experiences.
- Experience in providing clinical experiences for other PT and PTA programs.
- Number of staff who have served as CIs for students in other educational programs.
- Specialized programs and/or number of the American Board of Physical Therapy Residency and Fellowship Education ([ABPTRFE](#)) specialists on staff.

- Potential for strong professional role models in the clinical site.
- Evidence of continuing professional development by the staff.
- The facility's physical plant (cleanliness, equipment/space available, etc.)

Upon collection of this information, the School CE Team may initiate an affiliation agreement or may determine that the site does not have sufficient potential to meet the criteria for learning opportunities for CE experiences. In the latter case, the affiliation agreement process would not be initiated.

The Academic Services Administrator remains in contact with the clinical facility throughout the legal process of finalizing affiliation agreements. Contract negotiations may average six months, and some are unsuccessful for a variety reasons.

Student/Intern Placement

Student/intern assignments are based on coordination of learning opportunities that provide a variety of experiences in the required areas of acute and medically complex, orthopedic, and neurological physical therapy practice. CE experiences must enable students to meet all the clinical objectives outlined by the School and syllabi.

Selection Phase

USF SPT&RS participates in the national March 1st mailing date for requesting clinical experience slots. All active clinical sites will be sent a slot request form, with accompanying request letter on March 1st. Following distribution of the commitment requests, students will be alerted to CE offers as they are made available. Student assignments and choices are based on a lottery system for all three experiences.

All students/interns are strongly encouraged to fulfill one of their full-time Clinical Education experiences in a geographical location greater than 50 miles (out of the region and/or out of state) from the School's physical address.

All clinical placements will be finalized by the CE Team in coordination with the clinical site and the student. It is within the purview of the DCE to assign students to any clinical site they believe will meet the course objectives. Priorities for DCE decision making for clinical placement are as follows (in order of priority):

1. The degree to which it will contribute to the student's ability to be a generalist
2. The degree to which it will expose the student to a diverse patient population as part of their total CE experience
3. Availability of clinical resources

Additional Considerations

The CE Team cannot guarantee location-specific requests. Special circumstances may be considered upon request and decisions made based on resources available.

Students must contact their assigned CE site 4-6 weeks prior to their arrival, unless notified otherwise. Contact information is available through the CE Team. Students may email or phone the site. The intent of site contact is to confirm anticipated hours of work, dress code, parking, etc.

The School follows the guidelines of the Clinical Education Special Interest Group (CESIG) of the Education Section of the APTA with regard to students contacting sites to request clinical experiences (<http://aptaeducation.org/?qvd7ii>). Therefore, **students/interns may not contact facilities to discuss or arrange clinical learning experiences to meet their personal needs**. Because of the importance and complexity of the processes for evaluating clinical facilities and determining student/intern readiness for CE, any student effort to bypass the selection and assignment process may result in disciplinary action by the Academic Performance Review Sub-Committee (APRSC) as described in the DPT Student Handbook. Students/Interns may initiate contact with a clinical site only after receiving a placement confirmation letter from the School CE Team.

Student Reassignment

While the voluntary commitment by the clinical site is generally a firm commitment, occasionally it becomes necessary for the site or School to cancel, reassign, or extend the length of a student/intern's assignment (most often because of staff or corporate changes that are outside the control of the CE Team and SCCE). Regardless of the reason, the SCCE shall contact the CE Team immediately so that alternate arrangements may be made as quickly as possible for student/intern placement. An unfortunate consequence of such changes is that options for re-assignment are limited. Neither the School nor the CE Team is able to make any guarantees about CE placements, but the CE Team will attempt to locate a replacement CE experience of similar type. **Students/Interns must be flexible regarding time and location of CE experience** so that other appropriate learning experiences can be identified.

Students/Interns may not cancel CE experiences. USF SPT&RS student placements for CE are firm commitments.

Clinical Education Sequencing

All didactic and CE experiences must be completed in sequence. DPT students who have not successfully completed their didactic or clinical coursework may be referred to the APRSC to determine the appropriate action. Students referred to the APRSC are not permitted to participate in a CE experience until and unless the school administrators are confident in their ability to successfully perform the required skills in the clinic setting. This may change the timing of the clinical affiliation from the planned CE calendar.

Throughout the three-year curriculum, any student/intern who has a deficiency (U or I grade) in any CE course will be required to successfully remediate the course, following the procedures established by the APRSC. **The student/intern, if approved by the APRSC and School administration, will be given only one opportunity for remediation of a CE course**, which must be completed before the student/intern will be allowed to advance to the next year or CE course of the curriculum. Recommendations for remediation may include, but are not limited to, additional study time, repeating all or part of the CE course, or repeating the entire academic year (including CE experiences).

Failure to successfully remediate the CE course may result in the requirement that the student/intern repeat the entire year or face dismissal from the DPT program.

CE Team Responsibilities

Just as the SCCE has clinical management responsibilities for the student in CE, the School CE Team manages the academic side of the CE enterprise. The responsibilities of the CE Team include the following:

- Educating students, clinical and academic faculty about CE.
- Selecting clinical environments that demonstrate sound patient-client management, ethical and professional behavior, and evidence-informed practice.
- Facilitating quality learning experiences for students during CE.
- Evaluating students' performance to determine their abilities to integrate didactic and clinical learning experiences and to progress in the program.
- Keeping communication flowing among the academic institution and affiliated CE sites.
- Serving as the point of contact for affiliation agreement initiation and processing.
- Guiding maintenance of a current, accurate database of clinical sites.
- Communicating with clinical sites in a timely fashion to determine the site's ability to accept students/interns.
- Developing CE bids on an annual basis.
- Supervising and coordinating the student/intern bid selection process.
- Collating summative data from students and CIs about CE experiences for reports to the faculty through the School DPT Curriculum Committee.
- Collecting data needed for accreditation, as needed.
- Orienting students/interns in preparation for all components of CE.
- Reviewing the CE handbook for updates and changes, and seeking approval of such revisions from the School Curriculum Committee with endorsement by the faculty.
- Reporting to the School faculty the status of student progress and the CE program in general.
- Supervising staff in completion of CE duties.
- Consulting with faculty during CE for problem solving.
- Reviewing the goals students/interns establish for CE, in conjunction with professional development milestones.
- Orienting CIs to this handbook, the APTA CPI, and CE in general.
- Maintaining contact with students/interns and their CIs during CE experiences.
- Documenting communication with sites and students/interns during CE experiences.
- Reviewing and discussing student/intern performance at mid-term and final evaluation with CI/SCCE and students as needed.
- Identifying and solving problems that interfere with student/intern learning experiences.
- Assigning course grades for students/interns.
- Conducting clinical site visits.
- Providing APTA Credentialed CI Programs for clinical faculty development.
- Actively participating in the Florida Consortium of Clinical Educators (FCCE) of the [Florida Physical Therapy Association](#).

The DCE is an *ex officio*, voting member of the School Curriculum Committee. Active participation of the DCE in this committee is indicative of the important role that CE plays in the DPT curriculum as a whole, and helps ensure on-going communication between the academic/professional and

clinical components of the curriculum. The DCE reports to the Curriculum Committee the effectiveness of the processes for selecting clinical sites, the assignment of students/interns, and any other related CE issues that arise or require modification. The Curriculum Committee will make recommendations on any changes in the CE structure to the faculty as a whole for timely consideration and curriculum.

Technical Standards and Essential Functions

The technical standards presented in the DPT Student Handbook are prerequisite for admission to, progression in, and graduation from the College and School. It is expected that the student/intern is able to meet the Technical Standards and Essential Functions in order to progress into and throughout the CE experiences. Refer to the Technical Standards section of the DPT Student Handbook and Appendix 11 of the CE Handbook for a list of the Technical Standard requirements.

Determination of Student Readiness for Clinical Education

The School faculty is responsible for determining students' progress toward the Technical Standards and readiness to participate in CE through achievement of course objectives, development of ethical and professional behavior, and safe practice. As such, faculty members are responsible for determining student readiness to engage in CE based on these criteria and the rules of the APRSC. Student readiness is determined by, at a minimum (but not limited to), successful and safe completion of the following:

- Benchmark exams (including laboratory practical and course examinations)
- Academic performance
- Integrative Clinical Experience (ICE) performance
- Longitudinal Integrated Assessments (LIA)
- Projects
- USF SPT&RS Technical Standards and Essential Functions
- Reports from Course Directors
- The Professional Behaviors Assessment Tool (PBAT)
- Clinical Performance Instrument (CPI)
- Professional behavior development

Finally, students/interns **must attend all required CE orientation sessions** prior to beginning CE courses.

Preparing for Clinical Education

Clinical Site Education Manual

It is strongly recommended that each clinical site have a CE manual or have students review the appropriate section of the department's policies and procedures manual upon arrival at the clinical site. Having the student/intern review such a document before beginning the clinical rotation will help him/her develop a feel for the organization and prepare for the experience. In addition, the information **confirms the clinical site's responsibility for preserving the privacy, dignity, and safety of all people involved in the care of patients and the education of students/interns.** Most of this information can be extracted from departmental policies and procedures, Health Insurance Portability and Accountability Act ([HIPAA](#)) and/or Family Educational Rights and Privacy Act ([FERPA](#)) regulations.

Suggested information to include:

1. Statements of patients' and students' rights (*note: patients' rights must include the right to refuse treatment provided by a student physical therapist*)
2. Release of information/confidentiality of the medical record
3. Authorization for photographic and other video use of subject
4. Informed consent for care and participation in demonstrations
5. Procedures for reporting illegal, unethical, and incompetent practice
6. Emergency procedures
7. Departmental philosophy and objectives
8. Organizational chart
9. Criteria for selection of CIs
10. Staff development program
11. Peer/utilization/quality review programs
12. Consumer satisfaction program
13. Support services available to students (parking, meals, library, lockers, information about the area, etc.)
14. Safety rules, hazardous materials, universal precautions
15. Samples of documentation forms
16. Job descriptions
17. Objectives of CE program
18. Occurrence reporting
19. Research and human subject policies and procedures

Initial Student Contact with Assigned Clinical Instructor

DP students must contact the assigned CI/SCCE 4-6 weeks prior to the first assigned day of the CE experience, unless instructed otherwise. The student is responsible for completing and updating all necessary onboarding documents specifically required by the School and by the clinical site (see “Student Requirements for CE” in Section 5). The student is responsible for ensuring all necessary documents are delivered to the CI prior to the start date. Failure to do so may result in a delay in beginning the CE experience, or may necessitate reassignment.

Orientation of the Student/Intern to the Clinical Site

The SCCE is encouraged to prepare a summary of key information that can be sent to each student prior to his/her arrival at the clinical site. Information should include hours of operation, parking, dress code, CI name, phone/text numbers as applicable, driving directions, information about meals, etc.

A formal, structured orientation to the clinical site (and department) as early as possible in the clinical rotation relieves many student concerns and often forestalls potential problems that are a result of "no one told me" or "I didn't know."

Time needed for orientation is primarily dependent on the size of the clinical site and the student's prior experiences. A typical orientation includes the following:

- Introduction to key personnel, their responsibilities, and chain of command
- Tour of the facility and review of student/intern safety procedures
- Location of equipment and supplies
- Desk space, office supplies, library and other resources
- Introduction to documentation, the medical record, filing, or EHR systems
- Introduction to patient scheduling and billing
- Initial observation of PT patient care
- Emergency procedures, evacuation routes, safety rules, infection control
- Calendar of events for department and timetable for student objectives
- Review of confidentiality and patient/employee/student rights policies (see [HIPAA De-Identification and Compliance](#))
- Review of student credentials, FCCE Data Form, and objectives
- Hours of operation
- Dress code
- Review of policies and procedures manual
- Regulatory updates

Expectations of Clinical Instructors

Each CI receives a Certificate of Completion of Continuing Education Unit hours, as appropriate, from the USF SPT&RS at the end of each CE affiliation in which they have supervised a student/intern.

CIs have the **right** to:

- Access and review the DPT curriculum.
- Communicate (either formally or informally) their thoughts and ideas regarding the strengths and weaknesses of any component of the curriculum to the Director or faculty of the School.
- Participate in and contribute to the formal formative and summative evaluation of the CE program as part of the DPT curriculum.
- Consult and obtain professional development assistance to improve individual clinical teaching, including completion of the APTA [Credentialed Clinical Instructor Program \(CCIP\) and CCIP Level 2](#).
- Consult and access professional development opportunities to enhance the patient/client management, administration, critical inquiry, and consultation skills of their clinical site's physical therapy service.

CIs have the **privilege** of:

- Obtaining approval for site sponsored in-service activities as USF continuing education courses.
- Eligibility to apply for Voluntary Faculty appointment under Morsani College of Medicine Appointment, Promotion, and Tenure guidelines.

CIs are encouraged to use the SPT&RS [website](#) for CE-related information and other School updates.

Assignment and Effectiveness of Clinical Instructors

The assignment of CIs by the SCCE should be based on specific criteria for clinical competence determined by each clinical site. These criteria may include in-services and continuing education courses attended, advanced degrees, clinical experience (**no less**

than one year), teaching experience (in-services, CE, continuing education, formal classroom), credentialed status, and research experience.

SCCEs are encouraged to give thoughtful consideration not only to the potential CI's clinical skills but also to his/her interest and willingness to teach. SCCEs may consult with the School CE Team to develop guidelines and a formal procedure for establishing criteria for CIs appropriate for their clinical sites and consistent with job descriptions.

The effectiveness of CIs as educators is determined by the CE Team in collaboration with the SCCEs. Means for determining effectiveness include the review of completed APTA CPIs, Professional Behaviors Assessment Tools, formal feedback from students on the APTA Physical Therapist Student Site Evaluation form, CI self- assessment, and direct communication and/or observation among the CE Team, students, SCCE, and CIs. Each clinical site is encouraged to include criteria for CI responsibilities in job descriptions and performance evaluations. The CE Team is available to assist in the development of these documents and relies on the SCCE to take action on any deficiencies according to the clinical site's policies. Ineffectiveness of CIs includes such behaviors as:

- Failure to identify potential "red flags" early in student performance.
- Failure to document critical incident(s) when warranted.
- Failure to contact the USF SPT&RS DCE when concerns arise (813-974-3173 or stephanieanderson@health.usf.edu).
- Failure to provide students with on-going feedback on their performance and the CI's expectations.
- Failure to complete the APTA CPI in a thorough and timely manner.
- Failure to develop on-going, progressively more challenging learning opportunities for students.
- Failure to demonstrate contemporary physical therapy practice consistent with the APTA Code of Ethics, Standards of Practice and Guide to Physical Therapist Practice, Florida statutes [486](#) and [456](#) , [laws](#), and [rules](#).

Clinical Instructor Development

The USF SPT&RS CE Team regularly offers both the APTA [Credentialed Clinical Instructor Program \(CCIP\)](#) and [CCIP Level 2](#) CEU courses for CI development, in collaboration with the FPTA. SPT&RS prefers that CIs are, at a minimum, APTA Credential Clinical Instructors.

In order to utilize CEUs for being a CI toward license renewal in Florida, CIs must complete the APTA CCIP. Please check your jurisdiction for more information (FSBPT.org).

Continuing Education hours are available for CIs from USF SPT&RS with appropriate verification signatures from the student/intern and the CI.

According to Florida Rule 64B17-9:

- **Clinical instructors must be credentialed by the APTA to receive clinical continuing education credits.**

- **Clinical instructors receive 1 Continuing Education Hour (CEH) for every 160 hours of clinical instruction.**
- **Of the 24 Florida CEHs required for individual license renewal per biennium, the maximum allowed for clinical instruction is 6 CEHs (960 clinical instruction hours).** Effective date:10/23/2017.

USF SPT&RS is responsible for authorizing and awarding certificates for CEHs to CIs who provide clinical instruction. In order to receive appropriate credit, the student/intern and CI must provide the CEH verification forms (with signatures) at the time of completion, using the following methods:

FAX: 813-974-8915

E-mail: Olga Atehortua, Academic Services Administrator (oaatehort@health.usf.edu)

USF SPT&RS does not monitor or maintain individual CEU information; this is the responsibility of each licensed PT, per Florida Statutes. (Please refer to [Rule. 64B17-9, F.A.C.](#) for additional continuing education information, or visit the [Florida Department of Health's Continuing Education tracking system](#).

Communication Between CI and School CE Team

The CE Team makes every effort to visit, either on-site or by phone, CIs while they are supervising students/interns. The purpose of the visit is to determine first-hand if students are meeting performance expectations, if the CIs have any concerns about the learning experience, and the general quality of learning opportunities. CIs or SCCEs may also initiate contact at any time.

It is the **responsibility of the student** to assure that the CE Team is notified of any changes in the agreed upon plan (see "Absences" and "Promptness" in Section 5). Because absences have serious implications for the curriculum as a whole, and because every clinical site becomes an extension of the University, it is important that the CE Team be notified when any of the following events occur:

- **Change in location or assignment to units within an organization**
We must know where the students are at all times in case of emergency or if a Student Accident report is required; this also helps to assure appropriate clinical affiliation agreements and CE hours. Students are to update the USF SPT&RS CE Contact Form (see Appendix 1) any time changes occur. The changes may include location, hours, and CI assignment. The updates are the responsibility of the student/intern and are to be updated in Canvas and emailed to dptclined@health.usf.edu as soon as determined.
- **Student has excused absence(s)**
It is the student's responsibility to reschedule all missed experiences in coordination with the CI. This will be determined on an individual basis, with consideration of each student's learning needs. All clinical hours for CE 1, 2, and 3 courses must be completed.

- **Excessive requests for leave or change in working hours**
Requests will be reviewed individually and approval will depend on the DCE's determination of whether the absence would be detrimental to accomplishment of learning objectives.
- **Change or extended absence of CI**
The School may need to assist in any plans necessary to assure supervision of the student.
- **Change in corporate/ownership structure**
This may affect the status of the affiliation contract. Please contact the CE Team.

Contact Information

USF School of Physical Therapy & Rehabilitation Sciences
12901 Bruce B. Downs Blvd., MDC 77
Tampa, FL 33612
Office phone: (813)974-0037
Fax: (813)974-8915
E-mail: dptclined@health.usf.edu

Supervision of Students/Interns

Student interns are expected to be “*learning workers*” yet require direct, “**on-site supervision**,” as defined in the rules of the Florida Board of Physical Therapy ([fsbpt.org](http://www.fsbpt.org)):

State of Florida, Department of Health, Division: Board of Physical Therapy Practice, Chapter: Minimum Standards of Practice

64B17-6.001 Minimum Standards of Physical Therapy Practice.

Available: <http://www.flrules.org/gateway/ruleno.asp?id=64B17-6.001&Section=0> (Effective 07/04/2017)

Section 1(e): Direct Supervision—Supervision of subordinate personnel performing actions subject to licensure pursuant to Chapter 486, Florida Statutes, while the licensed supervisor is **immediately physically available**. On-site Supervision means direct supervision. [*emphasis added*]

Students assigned to clinical sites in other states (www.fsbpt.org) are responsible to research and become familiar with the applicable state statutes that may affect CE before beginning the CE experience (including delegation to support staff, roles and responsibilities of PTA, aides/techs, etc). **USF physical therapy students may be supervised or evaluated by a licensed physical therapist only.**

Students should not accept assignments that are not related to the learning objectives and goals of the CE experience. If a student has a question about the assigned learning opportunities or objectives, he/she should reach out to the CE Team for clarification.

The DPT student who holds alternate license/certification/training may not practice in that discipline while in DPT CE affiliation. Both learning objectives and learning experiences must be limited to those of the DPT curriculum (for example, a DPT student who holds a RN license may not fulfill the RN professional role while on CE affiliation).

Students and/or CIs are required to report problems related to supervision to the School DCE *immediately* for resolution. Due to the sensitive nature of reporting, it is advised that students report problems by email and/or phone call to the DCE.

Counseling for Students/Interns

The USF Morsani College of Medicine provides voluntary, confidential counseling services for student emergencies or counseling needs through the [HELPS Program \(813-870-0184\)](#). CIs are encouraged to take immediate action by contacting the School DCE to arrange for intervention if the need arises. Student interns are expected to be physically and mentally fit to fulfill the duties of a physical therapist and to meet the demands of practice.

Clinical instructors are expected to communicate with the School DCE if serious student/intern performance or behavior problems arise. These should be reported immediately by email or phone call to the DCE if a CI believes there is a concern.

Student Accident Reports

If a USF physical therapy student/intern is involved in any accident/incident with potential injury to self or others during CE, he/she must comply with the clinical site's policies and procedures for reporting the incident using the appropriate documents.

The incident/occurrence should be reported by the student, and individuals at the site are required to report the incident to the DCE immediately after the occurrence has been resolved. The DCE will determine if a Student Accident report should be filed.

Refer to Student Liability Insurance in Section 5 for additional information regarding professional liability claims.

NOTE: Students are not eligible for worker's compensation benefits.

Evaluation of Student/Intern Performance

The current assessment tool used in the evaluation of student performance in the clinic is the [APTA CPI](#). The APTA CPI has been adopted because of its relationship to the *Guide to Physical Therapist Practice* and the CAPTE criteria for the performance of graduates. Expectations for each CE course are based on student learning objectives, course content, instruction methods, assessment strategies, and grading events. Refer to specific course syllabi regarding expectations for each of the CE courses.

Students and CIs use the APTA CPI to formally identify and discuss learning needs and goals at midterm and at the end of the CE experience. The APTA CPI evaluative instrument provides a consistent and validated format to assess the 18 professional foundational elements for practice and patient/client management skills.

The [PT CPI training modules](#) are now located on the Clinical Assessment Suite Help Center on the Liaison International website. The [Post-test for the CPI Training Module](#) is available through the APTA Learning Center.

In addition to summative assessment using the APTA CPI, the students are required to complete and submit weekly SOAP notes to include weekly goals, reflection, and assessment of their individual performances. These weekly submissions are located on the University Canvas site for each CE course and should be submitted upon the completion of each clinical week.

With each new CI assigned, students/interns are expected to discuss the strengths and weaknesses they have identified through self-assessment, as well as those identified in their evaluation by former CIs. Discussing the goals assists in progress towards their achievement without repetition or interruption. Students/Interns must make continual progress during CE, and students must be proactive in this process.

The DCE, in consultation with the course director, has responsibility for the final assignment of grades for CE courses. CE courses are graded Satisfactory or Unsatisfactory (S/U). The DCE will determine the course grade based on a review of:

- the student/intern's and CI's completed APTA CPI,
- the professional judgment of the CI regarding the student's/intern's:
 - strengths,
 - weaknesses,
 - ability to meet performance expectations outlined in the course syllabus,
 - potential for continued success, and
- information obtained through site visits/phone calls and/or communication with CI/SCCE.

The DCE submits grades to the MCOM DPT Registrar in a timely manner.

Prior to completing the APTA CPI, the CI should successfully complete the tutorial and additionally attend a Level 1 CI Credentialing Course, which will provide discussion in planning and preparation of clinical learning experiences, CI performance evaluation, instructional strategies, and their management and legal implications.

Critical Incidents

When a Critical Incident related to the student intern's performance occurs, the completion of the Critical Incident Report is required. The Critical Incident Report Form is available on the [APTA PT CPI](#). Please refer to "Student Performance/Behavior Concerns" in Section 5.

Student/Intern Evaluation of Clinical Education Experiences

Students/interns use the **APTA Physical Therapy Student Site Evaluation Form** to evaluate the overall learning experience at the mid-term and end of each full-time CE experience. Completion of this form is mandatory and failure to complete it in a timely manner may impact the student's final grade.

Release of Student Information

Information regarding the rights of students in the Family Educational Rights and Privacy Act ([FERPA](#)) is provided here for review. Each clinical site is encouraged to adopt a similar rule regarding the confidentiality of their student records. **SCCEs and CIs may not reveal any information about the student to other parties without the student's written permission.**

Pursuant to the provisions of the Family Educational Rights and Privacy Act (20 USC Par. 1232g), 34 CFR Par. 99.1 et seq, Florida Statutes Sub. Par. 228.093 and 240.237 and USF Rule 6C4-2.0021, Florida Administrative Code, students have the right to:

- Inspect and review their education records
- Privacy in their education records
- Challenge the accuracy of their education records
- Report violations of FERPA to the Family Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202-8520 and/or bring actions in Florida Circuit Court for violations of Rule 6C4-2.001, Florida Administrative Code.

Copies of the University's student records rule, USF Rule 6C4-2.0021, may be obtained from:

University Registrar	<i>or</i>	USF Agency Clerk
SVC 1034		Office of General Counsel
4202 Fowler Ave		ADM 254
Tampa FL 33620		4202 Fowler Ave
		Tampa FL 33620

Expectations of Students/Interns

Dress Code and Appearance

Students/interns are required to present a professional appearance at all times. The guidelines listed below will help ensure interns meet these standards.

1. **Current student identification badges** (both the USF badge and the site badge, if one is provided) must be worn at all times. USF badges **must be replaced annually at the student's expense**.
2. Students are to be neat and well-groomed during all components of CE. Any extremes of fashion in dress, hairstyle, hair color, nail color, visible tattoos and piercings (etc.) should be avoided.
3. Students are expected to wear USF polos and khakis or dress pants (non-capri and no above-ankle slacks), unless otherwise predetermined by the SCCE. Clothing is to be pressed and clean. Students should be prepared with a change of clothes should theirs become soiled during the day. Fabrics that do not wrinkle are strongly recommended. All students must wear appropriate underwear, and clothing should be opaque and non-clinging. Clothes must be of a length and style to protect the student's modesty during treatment activity. (For example: deep cut necklines, exposure of the midriff or low back, and short skirts that cause exposure when bending are not acceptable. "Low-rider" pants are not acceptable.)
4. Socks or hosiery are mandatory. Shoes must be closed-toe, clean, and shined. Athletic or running shoes are not permitted unless they are acceptable as work shoes by the site. For sanitary reasons, as well as to maintain the integrity of shoes for support and professional appearance, shoes worn for leisure or sports activities should not be worn as work shoes.
5. Hair should be neat and clean in appearance. Non-traditional hair colors are not permitted. For patient and personal safety, students must have hairstyles that will not obstruct vision. Long hair should be pulled back and secured. Short hair should be styled to prevent the hair from falling into the student's eyes. Other considerations are patients grabbing or pulling the student's hair, or hair touching a patient at any time. Lengthy beards or mustaches are not acceptable.
6. Make-up must be professional and conservative.
7. **NO** artificial fingernails or long fingernails are permitted, as they place students/interns and patients at risk for infection. USF and its Medical Services Support Corporation direct that patient care providers will **not** wear artificial fingernails or nail-piercing jewelry. Natural nails should be no longer than **¼-inch** past the fingertip, and should not have chipped or cracked polish. Excessive and multiple polish colors and designs are discouraged, as they may distract from patient care.

8. Tattoos, body piercings and other body adornments must be covered or removed during clinical practice. Body piercings may be offensive to patients and pose safety risks during patient care
9. For patient and personal safety, students are to keep jewelry at a minimum. Earrings cannot dangle or have loops that may potentially get caught by, pulled on, or entangled with a patient or equipment. Because all jewelry (rings, pins, bracelets, etc.) accumulate dirt and micro-organisms, they should not be worn. In particular, rings and other jewelry with stones should be removed during patient care because of the risk of harming the patient.
10. Employees and patients in a clinic setting may have sensitivities or allergies to fragrant products, including but not limited to perfumes, colognes, fragrant body lotions or hair products. Fragrant products may be offensive to others and should be used in moderation out of concern for others in the workplace.

Communication

Email is the official method of communication between the USF Morsani College of Medicine faculty and all students. Therefore, it is the students' responsibility to check USF Health e-mail accounts daily. It is expected that students respond to all e-mail communication in a timely manner, within 24 hours of receiving any e-mail communication from faculty or staff.

Attendance Requirements

Students/interns must be prepared to begin clinic at the times and on the days agreed upon with the CI. Students follow the hours and pattern of operation of the site or the CI. For example, some students may be assigned five 8-hour days per week, while others are assigned four 10-hour days. The student is to update the Contact Information Form with any changes in hours, location, or CI and re-submit to the CE Team. The students follow the holiday and operation hours of the clinical sites to which they are assigned, rather than that of the University of South Florida. Although some clinical site circumstances may require longer hours, students are expected to participate in the clinic for a minimum of 40 hours/week. Students should expect to spend time outside of the clinic to prepare for patient/client care.

If the clinical site provides weekend services, students are required to follow the guidelines for coverage that the staff follows, at dates and times arranged with the CI. If the clinical site provides coverage on holidays, students may be assigned holiday coverage. The student is to be offered “compensatory time off” consistent with the staff policies and procedures of the clinical site for any weekend and holiday coverage. We encourage that the time off be used within the week of this extra coverage so the student is not overly taxed. Students may not accumulate the time off and use it to shorten the length of the CE experience. **All assigned CE hours must be completed.**

As a reminder, a student must be directly supervised by a licensed physical therapist at all times—either the assigned CI, or a substitute CI (who has been designated by the assigned CI and is willing to serve) in all situations when the assigned CI is not present. If a substitute CI is utilized, the student must update the Contact Information Form. The student and CI must determine the learning experiences and goals to be achieved during weekend and holiday coverage to reduce the risk of students being used as employees.

Other learning experiences may require attendance at non-patient care activities, such as patient rounds, in-services, off site clinical experiences or committee meetings. Students may be assigned by the CI to research or review materials to enhance clinical performance, to gain new knowledge, and for learning opportunities within the communities served. **Students may be assigned an in-service presentation, evidence-based case report, or other project(s) to enhance the clinical site experience. Students are expected to be contributing members of the rehabilitation team.** If a student has a question about the assigned learning opportunities or objectives, he/she should reach out to the CE Team for clarification.

Absences

Students/interns are expected to attend all hours of DPT instruction, including CE. In the event of sudden illness or need for absence with short notice, the CE Team, CI, and SCCE must be notified by e-mail for the purpose of professional liability, in addition to notifying the supervising CI via phone or text message.

Unexpected Absences

During CE, the student will telephone and e-mail the CI, SCCE, and School CE Team to report his or her absence at the earliest reasonable opportunity, indicating the nature of the absence or the emergency.

Planned Absences

Students/Interns may request planned absences, yet **are required to make up any missed time in CE.** Planned absences may be approved at the discretion of the CI/SCCE and CE Team. Students/Interns are discouraged from exercising this option if at all avoidable, due to possible delay in completion of the CE experience. Students/Interns with excessive absences (planned or unplanned), place successful completion of CE, and advancement into the following semester or graduation at risk.

Students who miss scheduled CE hours are expected to meet their goals of competency in CE regardless of the absences. Planned absences/hours should be made up, in advance whenever possible, to meet the hours and goals for the CE experience.

Religious Holy Days

All students, faculty and staff at the University of South Florida have a right to expect that the University and clinical sites will reasonably accommodate religious observances, practices and beliefs. Students are expected to attend instruction, including CE, as determined by the University and School. The calendar is announced at the beginning of each academic term. The University, through its faculty and clinical sites, will make every attempt to schedule required CE in consideration of the customarily observed religious holidays of those religious groups or communities comprising the University's constituency, but students are required to follow the hours of the site to which they have been assigned.

No student shall be compelled to attend CE at a day or time prohibited by his or her religious belief. The student must include planned time off for holy or specified religious days in the Contact Information Form completed **prior** to beginning the CE assignment. The plan must be submitted to the CE Team for review and acknowledgement.

Students absent for religious reasons will be given reasonable opportunities to make up any missed CE time. The student must submit a written request to the CI and a plan for make-up of lost time should be completed in advance, whenever possible.

Any concerns regarding the procedures listed here should be addressed to the CE Team at 813-974-3173.

CE Experiences: Guidelines for Excused and Unexcused Absences		
EVENT	ABSENCE EXCUSED?	MAKE UP TIME NEEDED?
Student illness; including infections that could put patients or other staff at risk	Yes	Yes, may be required to make up if ≥ 1 day missed. Student responsible to schedule missed experiences. If a student misses ≥ 3 days due to illness, they must provide MD note indicating they are no longer contagious and are fit to return to the clinic.
Illness or death of close family member or close friend	Yes	Yes, may be required to make up if ≥ 2 days missed. Student responsible to reschedule missed experiences.
Birthdays, trips, reunions, recreational and other personal activities	No , absence will impact final grade and may delay sequence into next CE or graduation.	Yes, for all days missed. Student responsible to reschedule all missed experiences.
Religious holidays	Yes , if notification is made 2 months prior to CE experience schedule completion.	Reasonable accommodations will be made to schedule around requested observed holidays during rotation. Yes, may be required to make up if ≥ 1 day missed. Student responsible to reschedule all missed experiences.
Presentation/Attendance at a medical/PT conference	Yes , if notification is made 2 months prior to CE experience schedule completion.	It is expected that attempts will be made to schedule the student so that the absence is minimally disruptive. Yes, may be required to make up if ≥ 1 day missed. Student responsible to reschedule all missed experiences.
Wedding (student is bride or groom).	Yes , if notification is made 2 months prior to CE experience schedule completion	Yes, may be required to make up if ≥ 1 day missed. Student responsible to schedule missed experiences.
Birth of a child (student is mother or father)	Yes , if notification is made 2 months prior to CE experience schedule completion	Yes, may be required to make up if ≥ 1 day missed. Student responsible to schedule missed experiences.

Attending the wedding of an immediate family member	Yes , if notification is made 2 months prior to CE experience schedule completion	Yes, may be required to make up if ≥ 1 day missed. Student responsible to schedule missed experiences.
Significant personal event otherwise unspecified that is cleared with DCE, CI, and School Director	Yes , if notification is made 2 months prior to CE experience schedule completion	Yes, may be required to make up if ≥ 1 day missed. Student responsible to schedule missed experiences.

Promptness

Students/interns are encouraged to arrive early. A repeat pattern of tardiness places a student at risk for unsuccessful completion of the CE experience.

Student Performance/Behavior Concerns

The CI may send a student away from the clinical site at any time the student's/intern's behavior or unsafe practice places the student/intern or others at risk. These situations will be addressed immediately. The CI must contact the DCE to determine a course of action, which may include:

- Completing a critical incident report as described in the CPI training.
- Referral to the School APRSC for remedial and/or disciplinary action, which may result in termination of the clinical experience or dismissal from the School.

The DCE may remove the student/intern from a CE experience for any reason, including but not limited to, the student's/intern's behavior or unsafe practice.

Personal Activities

Students are to complete all campus-based assignments, NPTE preparation, and patient care preparation during their own evening and weekend time.

Students **must** refrain from personal phone calls, texting, or other communication during CE. Students are not permitted to have personal cell phones or other devices activated while in clinical practice, and no texting is allowed. An allowable exception would be sites that have designated devices for patient/client care. The CI and SCCE will provide guidance regarding acceptable device usage when integrated within the patient management systems (*e.g.*, electronic health records, electronic medical devices, telehealth devices, other assistive technologies). Students may use their cell phones during break times and when the day has ended at the facility. Students should also check for messages from the School on their devices or computers during these break times.

Students with Disabilities

All students with documented disabilities will be afforded appropriate accommodations as determined by the USF Office of Students with Disabilities Services (SDS).

Accepted students who have disabilities will be expected to achieve a comparable level of competence to that required of other students for progression and graduation. It is the responsibility of the applicant to provide appropriate professional documentation showing the nature of the disability and request accommodations. Upon request, SDS will recommend professionals who are skilled in conducting evaluations for individuals who believe they may have a disability.

When requesting accommodations for specific examinations of didactic course assessments, it is the student's responsibility to make the request to the Course Director (with copy to the Associate Director of the School) no fewer than three business days in advance.

When requesting accommodations for CE experiences, it is the student's responsibility to make the request to the DCE prior to the expected start of the CE experience and prior to the bidding/assignment process.

It is the student's responsibility to notify the SCCE of any accommodations requested in the clinical setting at least 2 weeks prior to the start of the CE experience. **The DCE will make the final determination of whether or not the requested accommodations are reasonable, in consultation with the clinical site.**

Student Requirements for Clinical Education

Prior to the first day of CE, each student must submit to the CE Team the following documentation. These documents must be updated prior to initiating each CE course/experience):

1. **CPR/BLS Certification** (must be current, and expiration should not occur during CE).
2. Certificate of completion for **HIV/Bloodborne Pathogen Training** (obtained via [USF MCOM LEARN](#); see Appendix 3).
3. Certificate of completion for **HIPAA Training** (to be completed annually; obtained through [USF MCOM LEARN](#) or completed on-site if required by the affiliate; see Appendix 4).
4. Certificate of completion for **CPI Training** (see Appendix 5).
5. Evidence of current **personal Health Insurance**. Proof of current major medical (including hospitalization) health insurance is required for each year of enrollment.
6. **Employee Medical Activity History** (obtained through USF Medical Health Administration; mha@health.usf.edu).
7. Proof of **annual flu vaccine**.
8. Proof of **annual TB skin test**.
9. Florida Consortium for Clinical Education **Student Data Form** (see Appendix 6).
10. Evidence of **Background Check** (must be updated annually while in CE, acquired at the student's own expense; see Appendix 7).
11. **10-panel Drug Screen** (if required by the clinical site, and acquired at student's own expense; see Appendix 7).
12. **Fingerprinting** (if required by the clinical site, and acquired at the student's own expense; see Appendix 7).

13. Any additional documentation requested by the site (e.g., attestation forms, additional immunizations).
14. Updated **Résumé**.
15. Clinical Education **Contact Form** (See Appendix 1).

The documentation presented in the student's FCCE Student Data Form (see Appendix 6) and other records contain confidential student information; please follow FERPA guidelines for protection of the student records.

Student health is ultimately the responsibility of the individual student.

For additional information regarding student health reporting requirements, refer to "Health Requirements" section in the DPT Student Handbook.

Students are responsible for all costs involved in obtaining physical examinations, immunizations, background checks, drug screens, fingerprinting, and obtaining any required copies of records. Students must be prepared to present their CE requirements to their CI/SCCE prior to the first day of their affiliation at each clinical site. Student interns may be required to present the documents to the USF SPT&RS CE Team for attestation and should be prepared to provide them 30-60 days in advance of the start of CE.

***Note:* Students are responsible for retaining an original copy of each document, as some sites may request to see the original documents rather than accept a copy.**

Student interns must be fully credentialed and on-boarded, completing all orientation processes in advance to initiate the start of experience on designated day. Delayed start time is considered an unexcused absence that must be made up. The delay may also affect subsequent timing and sequencing of the curriculum and CE experiences.

Emergency Care for Students

Each student is **personally responsible for all expenses** that may result from emergency medical care provided during CE affiliations, thus the requirement that each student have evidence of personal major medical health insurance coverage, including hospitalization.

As per the affiliation agreement between USF Health and the clinical sites, the clinical sites are responsible for emergency care, where applicable. This includes, but is not limited to;

- student exposure to an infectious or environmental hazard or other occupational injury while at the clinical site
- examination and evaluation by the clinical site's emergency department or other appropriate facility as soon as possible after the injury
- emergency medical care immediately following the injury, as necessary
- initiation of the HBV, Hepatitis C, and HIV protocol, as necessary
- HIV counseling and appropriate testing, as necessary.

In the event the clinical site does not have the resources to provide such emergency care, the clinical site will refer the student to the nearest emergency facility.

Should a minor emergency occur, first aid should be administered as it would for any employee. If a more serious accident occurs, proper emergency action should be taken. The DCE should be notified of any injury occurring during CE experience.

Refer to the “Exposures to Bloodborne Pathogens and/or Communicable Diseases” section of the DPT Student Handbook regarding guidelines concerning blood-borne pathogen exposures and exposures to communicable diseases.

Student Illness

Students with an illness or medical condition that may be communicable to patients or staff should not have contact with patients. Students are to comply with the clinical site’s policies and procedures for evidence of medical release to return to work. **Medical clearance is also required following any extended absence (≥3 days) due to illness, injury, surgical procedure, or other reasons for medical leave.**

Background Checks and Drug Screens

Each physical therapy student is required to complete three CE affiliations at various healthcare facilities during the course of the Doctor of Physical Therapy degree program. Many of these facilities require a **current (within 30-90 days) criminal background check** and drug screening before accepting the assignment of the student to their facility. In addition, the application for license to practice as a physical therapist involves review of the applicant's criminal background. As such, SPT&RS requires each student to complete and submit a Criminal Background Check (CBC) each academic year. Costs associated with background checks are the responsibility of the student.

All clinical facilities have the right to refuse the placement of students based upon the results of their background checks. This action may also result in the inability to assign students for their CE experiences.

Level 2 background checks (fingerprinting) and drug screens may also be required by certain facilities. Costs associated with Level 2 background checks and drug screens are the responsibility of the student.

Students must be aware that many clinical sites list conviction of a felony or other misdemeanor convictions as grounds not to accept a student for clinical or administrative training. (See Florida Statutes Section 456.0635, given below, for further information.) This is done solely at the discretion of the CE affiliate. **USF SPT&RS does not accept responsibility for any student’s eligibility for continued progression to a clinical program or eligibility for licensure as a health care professional after failure to pass a criminal background check or drug screen. Clinical sites may also deny students as students/interns due to non-compliance with the health requirements (*i.e.*, immunizations) or lack of expected professional behaviors (*e.g.*, USF Health/SPT&RS Affiliation Agreement, PBAT, APTA CPI criteria, and APTA Code of Ethics).**

The student has a continual obligation to report any criminal conviction that may impact the student's continued ability to participate in the CE program to the School Director and DCE within 15 days of its occurrence. A positive drug test and/or criminal background check or other variance may exclude a student from clinical placement and make it impossible for that student to complete the clinical competencies required for graduation from USF MCOM SPT&RS. The CE Team will make no more than 2 attempts to place a student having a positive criminal background check and/or positive drug test; or other variances (*e.g.*, non-compliance with health care requirements, remediation, etc).

Florida Statutes as of July 1, 2009.

Important Notice for Initial Licensure Applicants:

Pursuant to the 2014 Florida Statutes, [Section 456.0635](#), effective July 1, 2009, health care boards or the department *shall refuse to renew a license, certificate or registration, issue a license, certificate or registration and shall refuse to admit a candidate for examination if the applicant has been, disqualified, pursuant to 456.0635* [emphasis added].

Housing, Meals, and Transportation

Students/Interns are responsible for all expenses related to CE, including the location of their own housing and transportation. Students may be eligible for small stipends, meal tickets or housing assistance provided by the clinical site. However, students must be prepared to meet all their financial and housing needs during CE.

Students are responsible for all related travel costs to and from their clinical sites.

Students/interns shall expect to travel and frequently will be required to go outside their “home” locations for CE experiences; therefore, they should plan and budget accordingly.

Students are encouraged to seek the advice and counsel of the USF Health Office of Financial Aid for inquiries related to CE expenses. (<https://health.usf.edu/well/financial-aid>)

Student Liability Insurance

Students/Interns are provided protection against general and professional liability claims (limits of \$200,000 per incident and \$300,000 in aggregate for students) by the University of South Florida Health Sciences Center Self-Insurance Program (SIP), a self-insurance program created by the Florida Board of Governors (§ 1004.24, Florida Statutes, and Florida BOG Regulation 10.001). An HPSO/CNA rider is also provided within \$2M/\$5M limits. Certificates of protection are submitted to each site with the agreement for affiliation.

Should a site require evidence of insurance for an individual student, the student is responsible for providing such documentation. Information on liability insurance policies is available in the SPT&RS CE office.

Appendix 1: Clinical Education Contact Form



Clinical Education Contact Form

Student/Intern Name:

Student/Intern Cell Number:

Clinical Center Name:

Physical Street Address Where You Will Be Practicing

Address:

City:

State:

Zip:

SCCE Name:

SCCE Email:

SCCE Phone:

CI Name:

CI Email:

CI Phone:

CI Name:

CI Email:

CI Phone:

Name of Clinical Instructor	Specific Location and Days/Clinic Hours Present	Phone Number for CE Team to Contact CI

Contact Form to be completed and submitted 4 weeks prior to CE start date

Appendix 2: Student Accident Report

Instructions for completing the Doctor of Physical Therapy (DPT) Student Accident Report Forms

PURPOSE

This document describes the necessary forms to be completed when a DPT student is involved in an accident during formal class time related to the School of Physical Therapy & Rehabilitation Sciences (SPT&RS).

PROTOCOL

If a DPT student is involved in an accident during formal class time related to SPT&RS, the student, witness(es), and SPT&RS administration are required to each complete a standardized and approved form accounting for the accident. Use of any other form is not authorized for the purposes of SPT&RS. These forms are as follows:

Form 1: Student Accident Report - Student

This form is for the DPT student involved in an accident to complete and submit to the Director of SPT&RS. The purpose of this form is for the DPT student to report the accident he/she was involved in by accounting for the following: 1) time, location, and course association during which the accident occurred; 2) nature of the accident; 3) medical attention received; and 4) perception of the accident.

Form 2: Student Accident Report - Witness

This form is for the individual(s) who witnessed an accident involving a DPT student to complete and submit to the Director of SPT&RS. The purpose of this form is for the witness(es) to provide a secondary account of what occurred in the absence of a full recollection of the accident by the student involved in the accident or to verify the DPT student's account of the occurrence.

Form 3: Student Accident Report - Administration

This form is for the SPT&RS administrative staff to complete after receiving the Student Accident Report form(s) from the student involved in an accident and any witness. The purpose of this form is for the administration to track the occurrence, actions taken in response to the occurrence, and the DPT student's status.

Student Report

*To be completed by the student involved in the accident and forwarded to the Director of the
School of Physical Therapy & Rehabilitation Sciences within 24 hours of the accident.*

Name of Student Involved in Accident: _____ Student ID #: _____

Graduating Class Year: _____ Campus Address: _____ Phone #: _____

Sex: ☐ Male ☐ Female Date of Birth: _____

Date of Accident: _____ Time of Accident: _____

Accident Location: _____ Is it a laboratory? ☐ Yes ☐ No

Treatment: ☐ None ☐ First Aid ☐ Medical Treatment ☐ First Aid and Medical Treatment

If applicable:

What type of first aid and/or medical treatment was provided? _____

Where was the first aid and/or medical treatment provided? _____

Names of Witness(es): _____

Name of course in which accident occurred: _____

Course Director (faculty name): _____

Describe the accident and how it occurred:

If applicable, describe the injury and part of body affected (for example, sprain, cut, burn, right, left, arm, leg)
related to this accident:

Perceived cause of the accident:

Signature: _____ Date: _____

Witness Report

To be completed by the witness involved in the accident and forwarded to the Director of the School of Physical Therapy & Rehabilitation Sciences within 24 hours of the accident.

Name of Witness: _____ GEMS Employee ID # or Student ID #: _____

Job Title or Graduating Class Year: _____

Campus Address: _____ Phone #: _____

Role at time of accident: _____

Name of Student Involved in Accident: _____

Date of Accident: _____ Time of Accident: _____

Accident Location: _____ Is it a laboratory? ☐ Yes ☐ No

Treatment: ☐ None ☐ First Aid ☐ Medical Treatment ☐ First Aid and Medical Treatment

If applicable:

What type of first aid and/or medical treatment was provided? _____

Where was the first aid and/or medical treatment provided? _____

Name of course in which accident occurred: _____

Course Director (faculty name): _____

Describe the accident and how it occurred:

If applicable, describe the injury and part of body affected (for example, sprain, cut, burn, right, left, arm, leg) related to this accident:

Perceived cause of the accident:

Signature: _____ Date: _____

Administrative Report

*To be completed by an administrator of the School of Physical Therapy & Rehabilitation Sciences
after reviewing the student and witness reports.*

☐ **Initial Report** or ☐ **Follow-Up Report**

Administrative summary of the accident:

Current status of student:

Planned course of action:

Administrative Report prepared by: _____

Title: _____

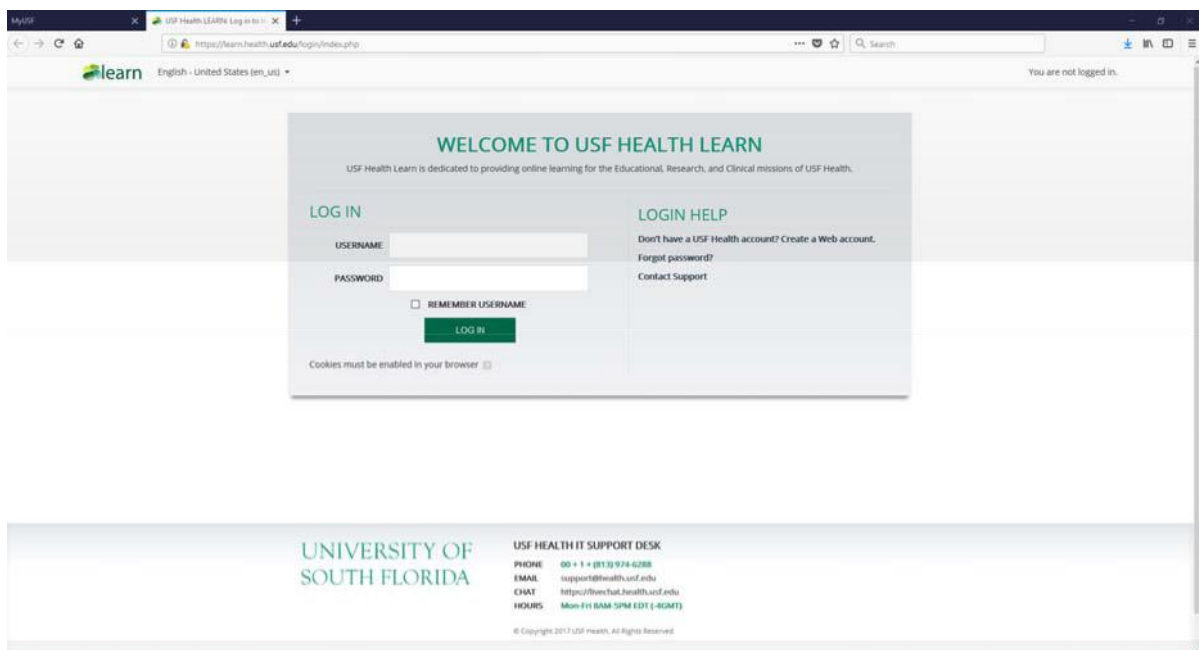
Signature: _____ Date: _____

Appendix 3: HIV/Bloodborne Pathogen Training

Safety: Back to Basics Education Modules

All students must complete the OSHA Bloodborne Pathogen Education modules to be able to participate in clinical mentoring sessions.

1. Click on the following link [Safety: Back to Basics Education Modules](#)
2. Log in to the USF LEARN System using your HSCNET username and password.



3. You will need to complete all of the sections under Safety: Back to Basics to earn your certificate.
 - Applying Standard Precautions
 - OSHA Fit Testing for Particulate Respirators
 - OSHA Bloodborne Pathogen (BBP) Education
 - Selecting and Using Personal Protective Equipment

3
▼

Topic
3

Safety: Back to Basics - Toggle

(Required for everyone working in clinical and lab settings where there is contact with patients and/or exposure to blood or bodily fluids.)

Applying Standard Precautions (Video)

☐

Applying Standard Precautions (Post Test)

☐

Complete this Post Test after viewing the Applying Standard Precautions video.

OSHA Fit Testing for Particulate Respirators (Video)

☐

OSHA Fit Testing for Particulate Respirators (Post Test)

☐

Complete this Post Test after viewing the OSHA Fit Testing video.

OSHA Bloodborne Pathogen (BBP) Education

☐

Preventing Occupational Exposure to Bloodborne Pathogens (Video)

☐

Preventing Occupational Exposure to Bloodborne Pathogens (Post Test)

☐

Complete this Post Test after viewing the Preventing Occupational Exposure to Bloodborne Pathogens video.

Selecting and Using Personal Protective Equipment (Video)

☐

Selecting and Using Personal Protective Equipment (Post Test)

☐

Complete this Post Test after viewing the Selecting and Using Personal Protective Equipment video.

Safety: Back to Basics - Completion Certificate

IMPORTANT : It is **highly recommended** that you **save and print a copy of this certificate**. In the event of a technical or reporting error, this certificate can serve as proof of your completion of the corresponding module(s).

Safety: Back to Basics - Completion Certificate

Not available unless:

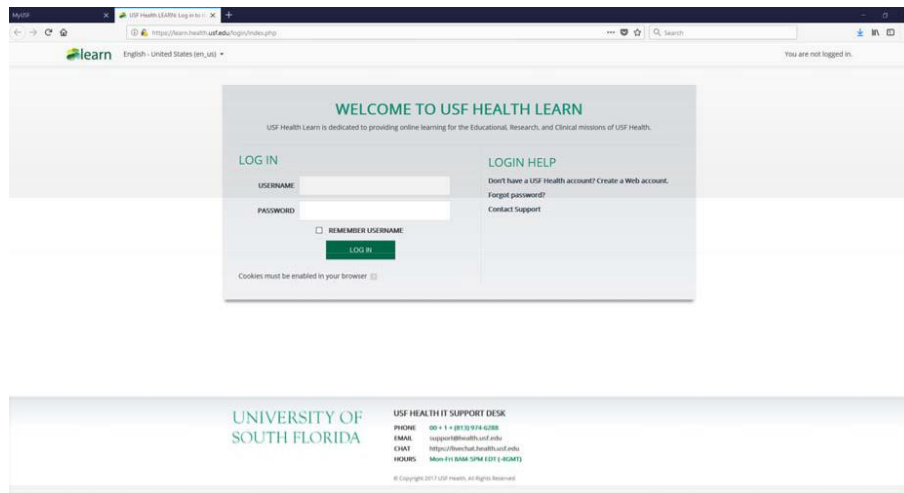
- The activity **Applying Standard Precautions (Post Test)** is marked complete
- The activity **OSHA Fit Testing for Particulate Respirators (Post Test)** is marked complete
- The activity **OSHA Bloodborne Pathogen (BBP) Education** is marked complete

Appendix 4: HIPAA Training

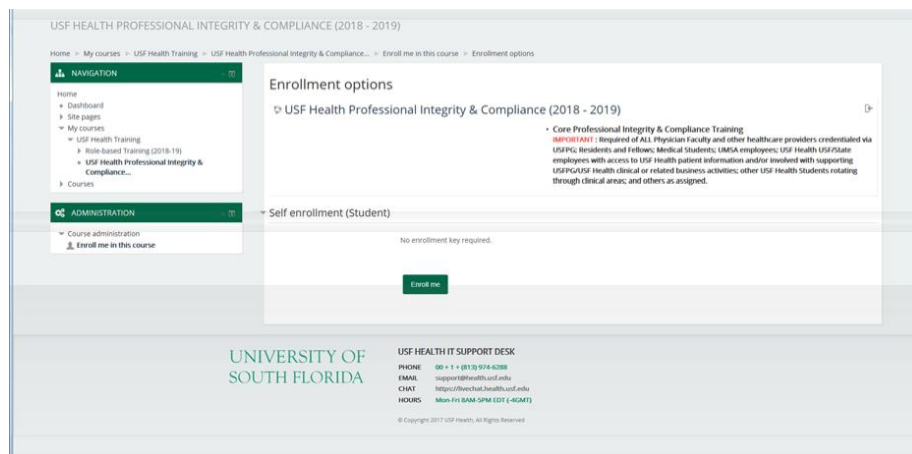
HIPAA Privacy at USF Health Modules

All students must complete the HIPAA Privacy at USF Health modules to be able to participate in clinical mentoring sessions.

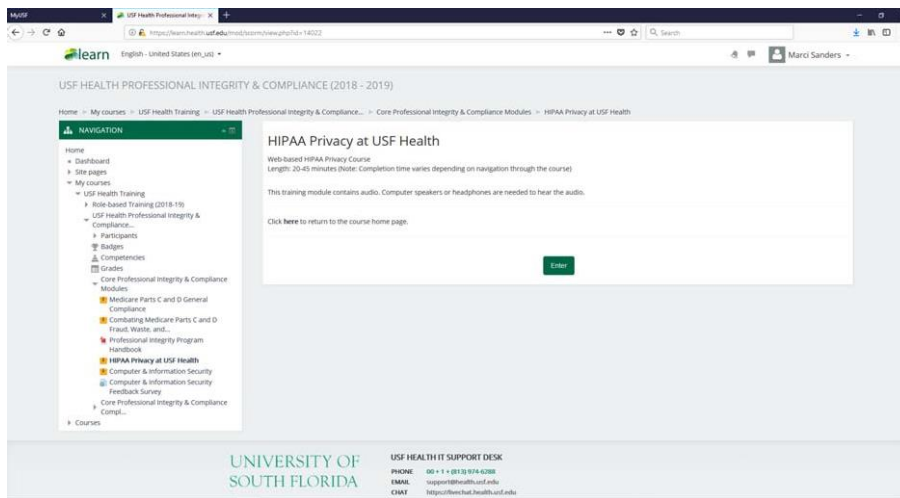
1. Click on the following link [HIPAA Privacy at USF Health](#)
2. Log in to the USF LEARN System using your HSCNET username and password.



3. Select Enroll



4. Select Enter to start your modules



Appendix 5: CPI Training



CPI Training Module Instructions

Post-test for CPI Training Modules now available

- The PT and PTA CPI training modules are now located on the [Clinical Assessment Suite Help Center](https://help.liaisonedu.com/Clinical_Assessment_Suite_Help_Center/Custom_Support_and_Resources/Webinars_and_Downloads/CPI_Training_Files) on the Liaison International website. The training modules were transitioned from the APTA Learning Center in response to ongoing input from clinical educators and students who shared their need to more efficiently access the CPI tool.

https://help.liaisonedu.com/Clinical_Assessment_Suite_Help_Center/Custom_Support_and_Resources/Webinars_and_Downloads/CPI_Training_Files

- APTA has reverted to using the Learning Center as the testing site for the CPI training modules. Based on the feedback of the clinical education community, we have restored the gate-keeper requirement to successfully complete the post-test prior to receiving permission to access the CPI.

For the post-test, please use the link below:

<http://learningcenter.apta.org/student/MyCourse.aspx?id=1b986cc2-d2a7-4110-9fc1-254e0aed66f3&programid=dcca7f06-4cd9-4530-b9d3-4ef7d2717b5d>

In line with this update, for CPI users who were new to the system between August 8, 2018 and October 22, 2018, there are a few important nuances that users should expect with this change:

1. If you started a CPI student evaluation, but have not yet submitted the evaluation, and are having difficulty accessing the CPI, please contact CPISupport using the contact information provided below for assistance.
2. If you submitted a CPI student evaluation, you will not be required to complete the training and verification process and will be given full access to the CPI system.
3. If you successfully completed the post-test in the APTA Learning Center when it was reinstated a few weeks ago, you will be prompted to submit your email address for verification of training when logging into CPI.

If you were enrolled in CPI prior to August 8, 2018, there should be no limitations accessing the CPI.

- Users with difficulty confirming their status with the APTA Learning Center are advised to contact learningcenter@apta.org.
- Users with difficulty confirming their status with the CPI are advised to contact CPI support for additional assistance (1-857-304-2045)
OR ptcpiwebsupport@liaisonedu.com.)

Appendix 6: FCCE Student Data Form

Student Data Form
Florida Consortium of Clinical Educators
(Confidential)

School/Clinical Experience Level:		Dates of Clinical:	
Student Name:		Expected date of graduation:	
Current Address: Good until (date):			
Permanent Address:			
Current Phone:		Permanent Phone:	
Cell Phone:		E-mail:	
Emergency Contact (1)			Relationship:
Home Phone:	Work Phone:		Cell phone:
Emergency Contact (2)			Relationship:
Home Phone:	Work Phone:		Cell phone:
Health concerns that clinical faculty should be aware of:			
* The student will provide copies of the following information:			
<input type="checkbox"/> Picture ID (driver's license or ID card)			
<input type="checkbox"/> Verification of professional liability coverage			
<input type="checkbox"/> Verification of blood borne pathogens / HIV education			
<input type="checkbox"/> CPR certification			
<input type="checkbox"/> Proof of HBV or declination statement			
<input type="checkbox"/> Proof of other immunization records			
<input type="checkbox"/> Verification of health insurance coverage			
<input type="checkbox"/> Clinical Performance Instrument			
Other:			
Other:			

*** Please note that for some programs these records
are retained at the school and are available by contacting the ACCE**

1. Previous clinical experiences (facility, dates, types of patients seen, other related clinical experiences):

2. Previous work or volunteer experience:

3. Areas of clinical interest and/or preferred work setting after licensure:

4. Preferred learning style and preferred type of supervision:

5. Preferred type and frequency of feedback:

6. Student's interests for this clinical assignment:

a. What PT knowledge/skills do you hope to gain during this rotation?

b. What particular patient populations would you like to experience?

c. What types of experiences other than direct patient care are you interested in?

7. Specific goals: Refer to the attached criteria from the *Clinical Performance Instrument* (CPI).
Select three criteria and write one specific performance objective/goal for each:

a.

b.

C.

Student signature:

Date:

Appendix 7: Background Check, 10-Panel Drug Screen, Fingerprinting



Florida Fingerprint, Drug Screen and Background Check Instructions

A fingerprint background investigation and drug screen are requirements of the clinical agencies for your program of study. Failure to complete these requirements will prevent you from completing clinical rotations.

STEP 1: What to do if you need an AHCA Fingerprint Background Investigation?

Below are step-by-step instructions for accessing www.FieldPrintFlorida.com to authorize and pay for an AHCA (Agency for Health Care Administration) fingerprint background investigation; aka Florida Level 2 Fingerprint.

1. Click the following link or paste it into your browser: www.fieldprintflorida.com
2. Click the red “Schedule an Appointment” button on the right side of the screen.
3. Enter an email address under “New Users/Sign Up” and click the “Sign Up” button. Follow the instructions for creating a Password and Security Question and then click “Sign Up and Continue”.
4. Select “I know my Fieldprint Code” and enter the following: FPUSFSchPTAHCA. You may also select the reason you need to be fingerprinted (FL – AHCA) and enter the code. At this point, you are ready to enter your demographic information and schedule a fingerprint appointment at the location of your choosing.
5. At the end of the process, print the Confirmation Page. Take the Confirmation Page with you to your fingerprint appointment, along with two forms of identification. At least one form of ID must be a valid, government issued photo ID, such as a driver’s license.

Note – please store the username and password created for www.FieldPrintFlorida.com in a secure location. This information will be required should you need to access the website for additional information or alter your appointment date/time.

If you encounter issues with the FieldPrint Florida or have questions regarding the site, please contact the Help Desk at (877) 614-4364 or CustomerService@fieldprint.com.

The cost of the AHCA Fingerprint Background Investigation is \$81.75. Payment via credit card is collected within www.FieldPrintFlorida.com.

STEP 2: What to do if you need an VECHS Fingerprint Background Investigation?

For your convenience, below are step-by-step instructions for accessing www.FieldPrintFlorida.com to authorize and pay for a VECHS (Volunteers and Employees Criminal History Search) fingerprint background investigation; aka Florida Level 2 Fingerprint.

6. Click the following link or paste it into your browser: www.fieldprintflorida.com
7. Click the red “Schedule an Appointment” button on the right side of the screen.

8. Enter an email address under “New Users/Sign Up” and click the “Sign Up” button. Follow the instructions for creating a Password and Security Question and then click “Sign Up and Continue”.
9. Select “I know my Fieldprint Code” and enter the following: FPUSFSchPTVol. You may also select the reason you need to be fingerprinted (FL – DCF/VECHS) and enter the code. At this point, you are ready to enter your demographic information and schedule a fingerprint appointment at the location of your choosing.
10. At the end of the process, print the Confirmation Page. Take the Confirmation Page with you to your fingerprint appointment, along with two forms of identification. At least one form of ID must be a valid, government issued photo ID, such as a driver’s license.

Note – please store the username and password created for www.FieldPrintFlorida.com in a secure location. This information will be required should you need to access the website for additional information or alter your appointment date/time.

If you encounter issues with the FieldPrint Florida or have questions regarding the site, please contact the Help Desk at (877) 614-4364 or CustomerService@fieldprint.com.

The cost of the VECHS Fingerprint Background Investigation is \$46.50. Payment via credit card is collected within www.FieldPrintFlorida.com.

STEP 3: What to do if you need a Drug Screen?

Below are step-by-step instructions for accessing Application Station: Student Edition to authorize and pay for a drug screen, as well as locate a specimen collection site. Drug screen collection facilities are listed on the final page of Application Station: Student Edition.

1. Click the link or paste it into your browser: <https://applicationstation.certiphi.com>
2. If this is your first time using the Application Station site then please click “Sign Up” to create an account. Once your account has been created please click “Log In”. If you already have an account then you can click “Log In” right away.
3. Enter your Username and Password.
4. Enter the Code: **USFCOMPTDS** in the Application Station Code field.
5. Follow the instructions on the Application Station web site to complete the application.

Note – please store the username and password created for Application Station in a secure location. This information is needed to enter Application Station in the future which includes obtaining a copy of your drug screen report.

If you encounter issues with the Application Station: Student Edition or have questions regarding the site, please contact Certiphi Screening’s Help Desk at 888-260-1370, ext. 2006 or itsupport@certiphi.com.

If none of the collection sites listed are convenient (within 30 minute drive), please contact Certiphi Screening’s Occupational Health Screening Department (i.e. TriTrack and Scheduling Hotline) for assistance with locating an alternate location; phone number 800-803-7859.

If the initial drug screen is reported as positive/non-negative, you will receive a call from Certiphi Screening’s Medical Review Officer (MRO). The MRO will obtain medical proof as to why you test positive. If you are taking any form of prescription medicine, it is wise to proactively obtain proof from your physician to be provided to the MRO when contacted. This will speed up the process of reporting drug test results.

All drug screens conducted for University of South Florida School of Physical Therapy and Rehabilitation Sciences are 10-panel and tests for:

- Amphetamines
- Cocaine Metabolites
- Marijuana Metabolites
- Opiates
- Phencyclidine
- Barbiturates
- Benzodiazepines
- Methadone
- Propoxyphene
- MDMA/Ecstasy

You will receive an email from Certiphi Screening, studentedition@certiphi.com, once drug test results are available. Follow the link in the email to access Application Station: Student Edition to view the report.

The cost of the Drug Screen is \$29.00. Payment via credit card is collected within Application Station: Student Edition.

STEP 4: What to do if you need a “Recheck” Background Investigation?

You have the following options available:

<u>Type of Check</u>	<u>Number of Years</u>	<u>Application Station Code</u>
1 Year Recheck	1	USFCOMPT1YEAR
2 Year Recheck	2	USFCOMPT2YEAR
3 Year Recheck	3	USFCOMPT3YEAR

Below are step-by-step instructions for accessing Application Station: Student Edition to authorize and pay for a “recheck” background investigation.

1. Click the link or paste it into your browser: <https://applicationstation.certiphi.com>
2. If this is your first time using the Application Station site then please click “Sign Up” to create an account. Once your account has been created please click “Log In”. If you already have an account then you can click “Log In” right away.
3. Enter your Username and Password.
4. Enter the Application Station Code Corresponding to the number of years/check needed; in the Application Station Code field.
5. Follow the instructions on the Application Station web site to complete the application.

****Note – please store the username and password created for Application Station in a secure location. This information is needed to enter Application Station in the future which includes obtaining a copy of your background investigation report. You may use the same username and password for all checks through Certiphi.***

If you encounter issues with the Application Station: Student Edition or have questions regarding the site, please contact Certiphi’s Help Desk at 888-260-1370 EXT 2006 or itsupport@certiphi.com.

Background Investigations are completed, on average, within 3 to 5 business days. Once completed, you will receive an email from Certiphi Screening, studentedition@certiphi.com. Follow the link in the email to view the completed background investigation. To access the site use the same username and password created at the time

you submitted your background investigation. Application Station includes instructions for filing a dispute should you feel anything in the investigation is incorrect.

The “recheck” background investigation consists of the search components listed below. All records are searched by primary name and all AKAs, a student’s primary address, and all addresses lived within the amount of specified years above.

- Social Security Number Validation and Verification
- County Criminal Records Search
- National Sexual Offender Registry Search
- Statewide Criminal Records Search
- Federal Criminal Records Search
- National Criminal File Search

Appendix 8: CEU Hour Verification



VERIFICATION OF STUDENT SUPERVISION HOURS

PRINT/Type in NAME OF CI TO RECEIVE CI CEUs and PROVIDE FULL NAME AND Email & physical ADDRESS FOR MAILING CEU (incomplete and illegible forms cannot be processed) Thank you!
A SEPARATE form is required for each CI that you work with for 40 hrs or more during CE.

CEU RECIPIENT & Contact Information – PLEASE TYPE OR PRINT clearly

CI First Name: _____

CI Last Name: _____

Facility Name: _____

Mailing

Address: _____

City: _____

State: _____

Zip Code: _____

Email Address

(please type or

print legibly): _____

Attestation:

CI

Name: _____

confirm that I provided clinical instruction
to, **Student Name:** _____

In the **Class of** _____ **for**

Number of Hours:

Between the **dates of (insert dates):**

_____ towards completion of the course **PHT** _____ **CE** _____ **USF SPTRS.**

*I understand that the University of South Florida will provide to me a certificate of completion for documentation of Continuing Education Hours based on the formula of 1 CEH = 160 hours of student supervision. I understand that USF will not award CEHs for less than 40 hours of supervision. I understand that I must be an **APTA Credentialed Clinical Instructor (BASIC)** to claim credit for the FL biennial requirement.*

School of Physical Therapy & Rehabilitation Sciences
Morsani College of Medicine
University of South Florida

Clinical Instructor signature and date

Student signature and date

For CEU CREDIT – MUST FAX COMPLETED FORMS or **Email scan (recommended)
EMAIL: oatehort@health.usf.edu FAX (813) 974 – 8915
INCOMPLETE FORMS WILL NOT BE PROCESSED**

Appendix 9: Clinical Education Hour Verification

Clinical Education Hour Verification

Week	Name of CI/Supervising PT	Number of Hours
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		

Appendix 10: APTA Student Physical Therapy Evaluation Form

**PHYSICAL THERAPIST STUDENT EVALUATION:

CLINICAL EXPERIENCE

AND

CLINICAL INSTRUCTION**

June 10, 2003
(updated 12/27/10)



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

PREAMBLE

The purpose of developing this tool was in response to academic and clinical educators' requests to provide a voluntary, consistent and uniform approach for students to evaluate clinical education as well as the overall clinical experience. Questions included in this draft tool were derived from the many existing tools already in use by physical therapy programs for students to evaluate the quality of the clinical learning experience and clinical instructors (CIs), as well as academic preparation for the specific learning experience. The development of this tool was based on key assumptions for the purpose, need for, and intent of this tool. These key assumptions are described in detail below. This tool consists of two sections that can be used together or separately: Section 1-Physical therapist student assessment of the clinical experience and Section 2-Physical therapist student assessment of clinical instruction. Central to the development of this tool was an assumption that students should actively engage in their learning experiences by providing candid feedback, both formative and summative, about the learning experience and with summative feedback offered at both midterm and final evaluations. One of the benefits of completing Section 2 at midterm is to provide the CI and the student with an opportunity to modify the learning experience by making midcourse corrections.

Key Assumptions

- The tool is intended to provide the student's assessment of the quality of the clinical learning experience and the quality of clinical instruction for the specific learning experience.
- The tool allows students to objectively comment on the quality and richness of the learning experience and to provide information that would be helpful to other students, adequacy of their preparation for the specific learning experience, and effectiveness of the clinical educator(s).
- The tool is formatted in Section 2 to allow student feedback to be provided to the CI(s) at both midterm and final evaluations. This will encourage students to share their learning needs and expectations during the clinical experience, thereby allowing for program modification on the part of the CI and the student.
- Sections 1 and 2 are to be returned to the academic program for review at the conclusion of the clinical experience. Section 1 may be made available to future students to acquaint them with the learning experiences at the clinical facility. Section 2 will remain confidential and the academic program will not share this information with other students.
- The tools meet the needs of the physical therapist (PT) and physical therapist assistant (PTA) academic and clinical communities and where appropriate, distinctions are made in the tools to reflect differences in PT scope of practice and PTA scope of work.
- The student evaluation tool should not serve as the sole entity for making judgments about the quality of the clinical learning experience. This tool should be considered as part of a systematic collection of data that might include reflective student journals, self-assessments provided by clinical education sites, Center Coordinators of Clinical Education (CCCEs), and CIs based on the Guidelines for Clinical Education, ongoing communications and site visits, student performance evaluations, student planning worksheets, Clinical Site Information Form (CSIF), program outcomes, and other sources of information.

Acknowledgement

We would like to acknowledge the collaborative effort between the Clinical Education Special Interest Group (SIG) of the Education Section and APTA's Education Department in completing this project. We are especially indebted to those individuals from the Clinical Education SIG who willingly volunteered their time to develop and refine these tools. Comments and feedback provided by academic and clinical faculty, clinical educators, and students on several draft versions of this document were instrumental in developing, shaping, and refining the tools. Our gratitude goes out to all of those individuals and groups who willingly gave their time and expertise to work toward a common voluntary PT and PTA Student Evaluation Tool of the Clinical Experience and Clinical Instruction.

Ad Hoc Group Members: Jackie Crossen-Sills, PT, MS, Nancy Erikson, PT, MS, GCS, Peggy Gleeson, PT, PhD, Deborah Ingram, PT, EdD, Corrie Odom, PT, DPT, ATC, and Karen O'Loughlin, PT, MA

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GENERAL INFORMATION AND SIGNATURES

General Information

Student Name

Academic Institution

Name of Clinical Education Site

Address City State

Clinical Experience Number Clinical Experience Dates

Signatures

I have reviewed information contained in this physical therapist student evaluation of the clinical education experience and of clinical instruction. I recognize that the information below is being collected to facilitate accreditation requirements. I understand that my personal information will not be available to students in the academic program files.

Student Name (Provide signature)

Date

Primary Clinical Instructor Name (Print name)

Date

Primary Clinical Instructor Name (Provide signature)

Entry-level PT degree earned

Highest degree earned Degree area

Years experience as a CI

Years experience as a clinician

Areas of expertise

Clinical Certification, specify area

APTA Credentialed CI ☐ Yes ☐ No

Other CI Credential State ☐ Yes ☐ No

Professional organization memberships ☐ APTA ☐ Other

Additional Clinical Instructor Name (Print name)

Date

Additional Clinical Instructor Name (Provide signature)

Entry-level PT degree earned

Highest degree earned Degree area

Years experience as a CI

Years experience as a clinician

Areas of expertise

Clinical Certification, specify area

APTA Credentialed CI ☐ Yes ☐ No

School of Physical Therapy & Rehabilitation Sciences
Morsani College of Medicine
University of South Florida

Other CI Credential State ☐ Yes ☐ No
Professional organization memberships ☐ APTA ☐ Other

SECTION 1: PT STUDENT ASSESSMENT OF THE CLINICAL EXPERIENCE

Information found in Section 1 may be available to program faculty and students to familiarize them with the learning experiences at this clinical facility.

1. Name of Clinical Education Site

Address City State

2. Clinical Experience Number

3. Specify the number of weeks for each applicable clinical experience/rotation.

Acute Care/Inpatient Hospital Facility

Ambulatory Care/Outpatient

ECF/Nursing Home/SNF

Federal/State/County Health

Industrial/Occupational Health Facility

Private Practice

Rehabilitation/Sub-acute Rehabilitation

School/Preschool Program

Wellness/Prevention/Fitness Program

Other

Orientation

4. Did you receive information from the clinical facility prior to your arrival? ☐ Yes ☐ No

5. Did the on-site orientation provide you with an awareness of the information and resources that you would need for the experience? ☐ Yes ☐ No

6. What else could have been provided during the orientation?

Patient/Client Management and the Practice Environment

For questions 7, 8, and 9, use the following 4-point rating scale:

1 = Never 2 = Rarely 3 = Occasionally 4 = Often

7. During this clinical experience, describe the frequency of time spent in each of the following areas. Rate all items in the shaded columns using the above 4-point scale.

Diversity Of Case Mix	Rating	Patient Lifespan	Rating	Continuum Of Care	Rating
Musculoskeletal		0-12 years		Critical care, ICU, Acute	
Neuromuscular		13-21 years		SNF/ECF/Sub-acute	
Cardiopulmonary		22-65 years		Rehabilitation	
Integumentary		over 65 years		Ambulatory/Outpatient	
Other (GI, GU, Renal, Metabolic, Endocrine)				Home Health/Hospice	
				Wellness/Fitness/Industry	

8. During this clinical experience, describe the frequency of time spent in providing the following components of care from the patient/client management model of the *Guide to Physical Therapist Practice*. Rate all items in the shaded columns using the above 4-point scale.

Components Of Care	Rating	Components Of Care	Rating
Examination		Diagnosis	
• Screening		Prognosis	
• History taking		Plan of Care	
• Systems review		Interventions	

• Tests and measures		Outcomes Assessment	
Evaluation			

9. During this experience, how frequently did staff (ie, CI, CCCE, and clinicians) maintain an environment conducive to professional practice and growth? Rate all items in the shaded columns using the 4-point scale on page 4.

Environment	Rating
Providing a helpful and supportive attitude for your role as a PT student.	
Providing effective role models for problem solving, communication, and teamwork.	
Demonstrating high morale and harmonious working relationships.	
Adhering to ethical codes and legal statutes and standards (eg, Medicare, HIPAA, informed consent, APTA Code of Ethics, etc).	
Being sensitive to individual differences (ie, race, age, ethnicity, etc).	
Using evidence to support clinical practice.	
Being involved in professional development (eg, degree and non-degree continuing education, in-services, journal clubs, etc).	
Being involved in district, state, regional, and/or national professional activities.	

10. What suggestions, relative to the items in question #9, could you offer to improve the environment for professional practice and growth?

Clinical Experience

11. Were there other students at this clinical facility during your clinical experience? (Check all that apply):
- ☐ Physical therapist students
 - ☐ Physical therapist assistant students
 - ☐ Students from other disciplines or service departments (Please specify _____)
12. Identify the ratio of students to CIs for your clinical experience:
- ☐ 1 student to 1 CI
 - ☐ 1 student to greater than 1 CI
 - ☐ 1 CI to greater than 1 student; Describe _____
13. How did the clinical supervision ratio in Question #12 influence your learning experience?
14. In addition to patient/client management, what other learning experiences did you participate in during this clinical experience? (Check all that apply)
- ☐ Attended in-services/educational programs
 - ☐ Presented an in-service
 - ☐ Attended special clinics
 - ☐ Attended team meetings/conferences/grand rounds
 - ☐ Directed and supervised physical therapist assistants and other support personnel
 - ☐ Observed surgery
 - ☐ Participated in administrative and business practice management
 - ☐ Participated in collaborative treatment with other disciplines to provide patient/client care (please specify disciplines)
 - ☐ Participated in opportunities to provide consultation
 - ☐ Participated in service learning
 - ☐ Participated in wellness/health promotion/screening programs

- ☐ Performed systematic data collection as part of an investigative study
☐ Other; Please specify

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

Overall Summary Appraisal

16. Overall, how would you assess this clinical experience? (Check only one)
- ☐ Excellent clinical learning experience; would not hesitate to recommend this clinical education site to another student.
☐ Time well spent; would recommend this clinical education site to another student.
☐ Some good learning experiences; student program needs further development.
☐ Student clinical education program is not adequately developed at this time.
17. What specific qualities or skills do you believe a physical therapist student should have to function successfully at this clinical education site?
18. If, during this clinical education experience, you were exposed to content not included in your previous physical therapist academic preparation, describe those subject areas not addressed.
19. What suggestions would you offer to future physical therapist students to improve this clinical education experience?
20. What do you believe were the strengths of your physical therapist academic preparation and/or coursework for *this clinical experience*?
21. What curricular suggestions do you have that would have prepared you better for *this clinical experience*?

SECTION 2: PT STUDENT ASSESSMENT OF CLINICAL INSTRUCTION

Information found in this section is to be shared between the student and the clinical instructor(s) at midterm and final evaluations. Additional copies of Section 2 should be made when there are multiple CIs supervising the student. Information contained in Section 2 is confidential and will not be shared by the academic program with other students.

Assessment of Clinical Instruction

22. Using the scale (1 - 5) below, rate how clinical instruction was provided during this clinical experience at both midterm and final evaluations (shaded columns).

1=*Strongly Disagree* 2=*Disagree* 3=*Neutral* 4=*Agree* 5=*Strongly Agree*

Provision of Clinical Instruction	Midterm	Final
The clinical instructor (CI) was familiar with the academic program's objectives and expectations for this experience.		
The clinical education site had written objectives for this learning experience.		
The clinical education site's objectives for this learning experience were clearly communicated.		
There was an opportunity for student input into the objectives for this learning experience.		
The CI provided constructive feedback on student performance.		
The CI provided timely feedback on student performance.		
The CI demonstrated skill in active listening.		
The CI provided clear and concise communication.		
The CI communicated in an open and non-threatening manner.		
The CI taught in an interactive manner that encouraged problem solving.		
There was a clear understanding to whom you were directly responsible and accountable.		
The supervising CI was accessible when needed.		
The CI clearly explained your student responsibilities.		
The CI provided responsibilities that were within your scope of knowledge and skills.		
The CI facilitated patient-therapist and therapist-student relationships.		
Time was available with the CI to discuss patient/client management.		
The CI served as a positive role model in physical therapy practice.		
The CI skillfully used the clinical environment for planned and unplanned learning experiences.		
The CI integrated knowledge of various learning styles into student clinical teaching.		
The CI made the formal evaluation process constructive.		
The CI encouraged the student to self-assess.		

23. Was your CI(s) evaluation of your level of performance in agreement with your self-assessment?

Midterm Evaluation

☐ Yes ☐ No

Final Evaluation

☐ Yes ☐ No

24. If there were inconsistencies, how were they discussed and managed?

Midterm Evaluation

Final Evaluation

25. What did your CI(s) do well to contribute to your learning?

Midterm Comments

Final Comments

26. What, if anything, could your CI(s) and/or other staff have done differently to contribute to your learning?

Midterm Comments

Final Comments

Thank you for sharing and discussing candid feedback with your CI(s) so that any necessary midcourse corrections can be made to modify and further enhance your learning experience.

Appendix 11: USF SPTRS Technical Standards/Essential Functions

I. Introduction

USF SPTRS complies with Section 504 of the 1973 Vocational Rehabilitation Act, as amended, and the Americans with Disabilities Act of 1990, in providing opportunities for qualified individuals with disabilities. At the same time, prospective candidates and current **DPT students/interns** must be capable of meeting certain technical standards. The following technical standards specify those attributes the faculty considers to be essential in *successfully completing clinical education internships, didactic and practical training and in practicing physical therapy safely and responsibly*. These standards describe the essential functions that **DPT students/interns** must demonstrate in the requirements of professional clinical education, and thus, are pre-requisites to entrance, continuation, and completion of training in the **School of Physical Therapy and Rehabilitation Sciences**. Requests for reasonable accommodation are evaluated on an individual basis, as per **MCOM USF SPTRS Student Handbook**.

II. Technical Standards

The **DPT student/intern** must possess abilities and skills in five areas:

- a. **Observation.** The **DPT student/intern** must be able to:
 - i. Observe a patient/client accurately at a distance and close at hand, noting non-verbal as well as verbal signals
 - ii. Visualize and discriminate findings on imaging and other studies
 - iii. Interpret digital or analog representations of physiologic phenomena, such as EKG's
 - iv. Acquire information from written documents, films, slides, videos, or other media
 - v. Observe and differentiate changes in body movement
 - vi. Observe anatomic structures, skin integrity including skin color, texture, odors, bony landmarks, anatomical/pathological structures
 - vii. Efficiently read written and illustrated materials
 - viii. Observe and detect the various signs and symptoms of the disease processes and movement dysfunction
 - ix. Obtain and effectively gather auscultation and auditory data, such as heart and breath sounds, pulses, joint noises, blood pressure, gait, and prosthetic sounds
 - x. Discriminate numbers and findings associated with diagnostic instruments and tests and measures
- b. **Communication.** The **DPT student/intern** must be able to:
 - i. Communicate in a culturally competent manner with patient/clients
 - ii. Communicate effectively and efficiently with all members of the health care team in oral and written English

- iii. Communicate clearly with and observe patient/clients and families in order to elicit information including a thorough history from patient/clients, families, caregivers, and other sources
- iv. Accurately describe changes in mood, activity, posture, and biomechanics
- v. Perceive verbal as well as non-verbal communications, and promptly respond to emotional communications (sadness, worry, agitation, confusion)
- vi. Communicate complex findings in appropriate and understandable terms to patient/clients and their families, and caregivers
- vii. Adjust form and content of communications to the patient/client's functional level or mental state
- viii. Engage in a collaborative relationship with patient/clients and families/caregivers
- ix. Record observations and plans legibly, efficiently, and accurately
- x. Prepare and communicate precise but complete summaries of individual encounters
- xi. Possess sufficient hearing for required diagnostic functions (e.g., use of stethoscope to assess breath sounds, heart sounds, etc.)
- xii. Complete documentation forms according to directions, in a timely manner, including manual, electronic, and other recording methods
- xiii. Demonstrate effective communication skills to provide patient/client/client education and with families/caregivers and support personnel
- xiv. Receive, write, and interpret verbal and non-verbal communication in both academic and clinical settings
- xv. Demonstrate appropriate interpersonal skills as needed for productive classroom discussion, respectful interaction with classmates and faculty and development of appropriate therapist to patient/client relationships
- xvi. Demonstrate appropriate therapeutic interpersonal communications such as attending, clarifying, motivating, coaching, facilitating, and touching
- xvii. In emergency and potentially unsafe situations, understand and convey information for the safe and effective care of patient/clients in a clear, unambiguous, and rapid fashion, including receiving and understanding input from multiple sources simultaneously or in rapid-fire sequence

c. **Motor.** The **DPT student/intern** must be able to:

- i. Stand and walk independently while providing care in practice and internship settings; frequently lift 10 pounds, occasionally lift 10-50 pounds, and more than 50 pounds; with frequent twisting, squatting, and reaching, pushing/pulling, grasping and crawling
- ii. Climb stairs and negotiate uneven surfaces including varying terrains/ramps
- iii. Perform palpation, percussion, auscultation, and other diagnostic maneuvers while manipulating devices, e.g. goniometer, reflex hammer, IV poles, catheter bags, walkers, crutches, et al
- iv. Provide general care and emergency medical care such as airway management, handling of catheters, perform cardiopulmonary resuscitation, and application of pressure to control bleeding, maintaining appropriate infection control procedures

- v. Respond promptly to medical emergencies within the training facility and within the DPT scope of practice
 - vi. Not hinder the ability of co-workers to provide prompt care
 - vii. Perform diagnostic and therapeutic procedures (e.g. APTA Guide to PT Practice Tests and Measures and Interventions.)
- d. **Cognitive.** The **DPT student/intern** must be able to:
- i. Demonstrate clinical reasoning and problem solving
 - ii. Identify significant findings from history, physical exam, and laboratory data, test and measures, and other sources
 - iii. Perceive subtle cognitive and behavioral findings and perform a mental status evaluation
 - iv. Determine appropriate and reasonable tests and measures
 - v. Provide a reasoned explanation for likely diagnoses
 - vi. Construct an appropriate plan of care
 - vii. Prescribe appropriate therapeutic interventions
 - viii. Recall and retain information
 - ix. Deal with several tasks or problems simultaneously
 - x. Identify and communicate the limits of knowledge to others
 - xi. Incorporate new information from peers, teachers, and the peer-reviewed medical literature in formulating diagnoses and plans
 - xii. Show good judgment in patient/client assessment, diagnostic, and therapeutic planning
- e. **Social and Behavioral.** The **DPT student/intern** must be able to:
- i. Maintain a professional demeanor
 - ii. Maintain appropriate professional and ethical conduct (e.g. APTA Code of Ethics)
 - iii. Be able to function at a high level in the face of long hours and a high stress environment
 - iv. Develop empathic relationships with patient/clients and families while establishing professional boundaries
 - v. Provide comfort and reassurance where appropriate
 - vi. Protect patient/client confidentiality and the confidentiality of written and electronic records
 - vii. Possess adequate endurance to tolerate physically taxing workloads
 - viii. Flexibly adapt to changing environments
 - ix. Function in the face of uncertainties inherent in the clinical problems of patient/clients
 - x. Accept appropriate suggestions and criticisms and modify behavior
 - xi. Give and accept criticism appropriately and without prejudice
 - xii. Work effectively under stress and as a part of an interdisciplinary team
 - xiii. Delegate responsibility appropriately
 - xiv. Develop and maintain respectful working relationships with peers, faculty, professional colleagues, patients/clients, family members and the general public.

Appendix 12: DPT Curriculum Plan Class of 2021

Color Key to Tracks		CPS and PTS	Professional/Soc Science	Found Sci	Mvt. Science	Critical Inquiry & EBP	Clinical Education	Rev. 08/1/2018	
Course #	Course Name	Credit Hours	Contact Hours (Lec/Lab/Clin)		Course #	Course Name	Credit Hours	Contact Hours	
DPT Year 1, Semester 1 (19 weeks)					DPT Year 1, Semester 2 (17 weeks)				
BMS 5005	Professions of Health (Orientation)	1	26		PHT 6205*	Doctoring for Physical Therapists (year-long)	6	85	
PHT 6174	Movement Science 1 (includes enhanced anatomy)	2	45 (15/30/0)		PHT 6274	Clinical Reasoning for Physical Therapists	5	75	
PHT 6205*	Doctoring for Physical Therapists (year-long)		85		PHT 6277	Physical Therapy Science 3	5	90	
PHT 6275	Physical Therapy Science 1	5	100		PHT 6278	Physical Therapy Science 4	5	90	
PHT 6276	Physical Therapy Science 2	5	90		PHT 6284	Scientific & Professional Foundations of Physical Therapy 1	5	75 (15/60/0)	
PHT 6284	Scientific & Professional Foundations of PT 1 (year-long)		50 (15/35/0)		PHT 7864	Integrated Clinical Experience 1	1	60 (15/0/45)	
					Total for semester 2		27	475	
Total for semester 1		13	426		Total Year 1 (19 + 17 = 36 weeks; 25.0 contact hrs/wk)		42	901	

DPT Year 2 Fall (16 weeks)		Contact hours @ 16 weeks = 28.7	
PHT 7540A	Principles of Patient/Client Management (Imaging)	1	20
PHT 7264	Neuromuscular Clinical Problem Solving	3	90 (35/55/2)
PHT 6285	Scientific & Professional Foundations of Physical Therapy 2	3	60 (15/45/0)
PHT 7265A	Integumentary Clinical Problem Solving	2	45 (15/30/0)
PHT 6609	Critical Assessment of the Literature/EBP	3	45
PHT 7421	Professional Issues 1	3	45
PHT 6352	Pharmacology for Healthcare Professionals	4	60
PHT 6178	Movement Science 2	3	66 (46/20/0)
PHT 7866	Integrated Clinical Experience 2 (year-long)		28 (8/0/28)
Total for semester 1		22	459

DPT Year 2 Spring (15 weeks)		Contact hours @ 15 weeks = 25.1	
PHT 7540B	Principles of Patient/Client Management Seminar	2	40
PHT 7328	Pediatric Physical Therapy	3	50 (20/30/0)
PHT 7777	Musculoskeletal Clinical Problem Solving	4	105 (20/85/0)
PHT 7265B	Cardiopulmonary Clinical Problem Solving	3	45 (15/30/0)
PHT 7402	Psychosocial Aspects of Physical Therapy Practice	3	60
PHT 7531	Professional Issues 2	3	45
PHT 7866	Integrated Clinical Experience 2 (concludes in Spring)	1	32 (7/0/25)
		19	377
DPT Year 2 Summer (10 weeks)		Contact hours = 40	
PHT 6841	Clinical Education 1 (10 weeks @ 40 hours)	5	400
Total Year 2 (including Clin Ed 1)		44	1236

DPT Year 3 Fall (15 weeks)		Contact hours = 22.5	
PHT 7959	Capstone Seminar in Physical Therapy	3	45
PHT 7151	Health Promotion and Wellness	2	45 (15/30)
PHT 8702	Prosthetics and Orthotics	3	45
PHT 8266	Advanced Clinical Problem Solving	5	113
PHT 8550	Professional Issues 3	3	45
PHT 8179	Movement Science 3	3	45 (15/30/0)
		19	338

DPT Year 3 Spring (12 weeks)		Contact hours = 40	
PHT 7842	Clinical Education 2 (12 weeks @ 40 hours)	6	480
DPT Year 3 Summer (16 weeks)		Contact hours = 40	
PHT 8843	Clinical Education 3 (16 weeks @ 40 hours)	8	640
Graduation in August Year 3		119	3595

*DPT students attend BMS 6825 and additional DPT sessions to receive credit in PHT 6205

Colors indicate primary curriculum track for that course. See color key at top.

Appendix 13: Directory of Faculty

USF School of Physical Therapy & Rehabilitation Sciences Faculty Directory

Academic Faculty	Room	Contact Info Prefix 974-XXXX
Anderson, Stephanie, PT, DPT, OCS Assistant Professor & Director Clinical Education	MDT 1056	Work: 4-3173 E-Mail: stephanieanderson@health.usf.edu
Barrie, Brittney, PT Associated Faculty	MDT 1316	Work: 4-1147 E-Mail: bbarrie@health.usf.edu
Clinical Education/Student Resource Center Piccione, Heidi, PT, DPT, GCS Wagner, Barbara R., PT, DPT, MA	MDT 1053A	Work: 4-4558 E-Mail: dptclined@health.usf.edu
Gutierrez, Gregory, PhD Assistant Professor	MDT 1046	Work: 4-3806 E-Mail: gmgutierrez@health.usf.edu
Haladay, Douglas, PT, DPT, PhD, OCS, CSCS Associate Professor & Associate School Director	MDT 1320	Work: 4-1971 E-Mail: dhaladay@health.usf.edu
Hardwick, Dustin, PT, DPT, PhD Assistant Professor	MDT 1050	Work: 4-6883 E-Mail: dustinhardwick@health.usf.edu
Holloway, Jamie, PT, DPT, PhD, PCS Assistant Professor	MDT 1049	Work: 4-5497 E-Mail: jmholloway@health.usf.edu
Klein, Aimee, PT, DPT, DSc, OCS Associate Professor Assistant School Director, Clinical Services and Residency Programs, Program Director	MDT 1043	Work: 4-6202 E-Mail: aklein1@health.usf.edu
Kim, Seok Hun, PT, PhD Associate Professor	MDT 1051	Work: 4-7893 E-Mail: skim@health.usf.edu
Lazinski, Matthew, PT, DPT, OCS Associate Professor	MDT 1048	Work: 4-2254 E-Mail: mlazinsk@health.usf.edu
Miro, Rebecca, PhD, MBA, CRA, CCRP Unit Research Administrator	MDT 1307A	Work: 4-8530 E-Mail: rmiro@health.usf.edu

Quillen, William S., PT, DPT, PhD, FACSM Professor Emeritus	MDT 1301	Work: 4-9863 E-Mail: wquillen@health.usf.edu
Stephenson, Jeannie, PT, PhD, NCS Assistant Professor	MDT 1045	Work: 4-5523 E-Mail: jstephe1@health.usf.edu
Swisher, Laura Lee (Dolly), PT, MDiv, PhD, FAPTA, FNAP Associate Dean, Professor & Director	MDT 1039	Work: 4-6203 E-Mail: LSwisher@health.usf.edu
Teran Wodzinski, Patricia, PT, PhD Assistant Professor	MDT 1309	Work: 4-4677 E-Mail: pterany@health.usf.edu
Wagner, Barbara R., PT, DPT, MA	MDT 1053A	Work: 4-4558 E-Mail: bwagner@health.usf.edu
USF PT Center—Clinical Faculty		Contact Info Prefix 974-XXXX
Edgeworth Ditwiler, Rebecca, PT, DPT, OCS Assistant Professor	Morsani 3016B	Work: 4-8903 E-Mail: redgewo1@health.usf.edu
Heintz, Megan, PT, DPT, OCS, CSCS Assistant Professor	Morsani 3016B	Work: 4-8903 E-Mail: mheintz@health.usf.edu
Lazinski, Matthew, PT, DPT, OCS Associate Professor	Morsani 3016B	Work: 4-8903 E-Mail: mlazinsk@health.usf.edu
Piccione, Heidi, PT, DPT, GCS Assistant Professor	Morsani 3016B	Work: 4-8903 E-Mail: hpiccione@health.usf.edu
Spirtos, Jaclyn, PT, DPT, OCS Associated Faculty	Morsani 3016B	Work: 4-8903 E-Mail: jspirtos@health.usf.edu
Stagliano, Angela, PT, DPT, OCS Assistant Professor	Morsani 3016B	Work: 4-8903 E-Mail: astagliano@health.usf.edu