

Professional Practice Education Manual

Entry-Level Doctor of Physical Therapy Program

2026 Revision

TABLE OF CONTENTS

Introduction	3
Core Values of the Mission	4
School of PT Mission/Philosophy and Outcomes	4
Professional Practice Education Experiences	5
Role of the DPPE, SCCE/CI, and Student	6
Professional Practice Education Selection Process	7
Professional Practice Education Selection Changes	11
DPT Student Responsibilities and Criteria for PPE Preparation	12
DPT Student Responsibilities during PPE	14
Minimal Expectations of PPE Experiences	19
Professional Practice Assessments	19
Corrective Actions	20
Affiliated SCCE's/CI's Rights and Privileges	20
Disciplinary Action and Due Process	21
<i>Appendices</i>	
Appendix A: PPE 1 Site Preference Form	22
Appendix B: Sample Orientation Schedule	23
Appendix C: Student Weekly Assessment	24

Introduction

Many of you have chosen the profession of physical therapy to work in a clinical setting and develop relationships with patients in order to impact their health. The Professional Practice Educational (PPE) experiences are often a welcome time for students to apply what is being learned through the didactic portion of the curriculum. The faculty's hope is each experience will deepen the student's commitment to the profession, and each will discover the many experiences and qualities which comprise a true professional. The Professional Practice Experiences will help shape you in who you will become and these experiences will go with you the rest of your career.

Please read this manual carefully as each student needs to abide by the policies and processes as described. This manual is a supplement, not a replacement to the DPT program and UIW Student Handbook and we may reference components throughout this document.

The faculty expects that each of you present yourselves in a true professional manner throughout the educational experience including the Professional Practice Experience. If you haven't realized it by now, many therapists, health care professionals and others are looking closely at UIW DPT students to see how each will perform in the clinic. I am sure that the first few classes from new programs has faced similar scrutiny but know that the scrutiny is elevated due to the non-traditional structure of learning (PBL). So be respectful, confident, and studious, exemplifying professionalism throughout each interaction and doing so you will successfully demonstrate you are part of a quality program.

Please know that you may contact the Director of Professional Practice Education, the Assistant Director of Professional Practice Education, the PPE office or your advisor anytime to discuss problems, successes, or just questions you may have. It is our goal for each student to succeed.

Blessings,

Nathan Brown, PT, DPT, GCS
Director, Professional Practice Education
Associate Professor
Office: (210) 210-283-6933

Nabrown1@uiwtx.edu

Liliana Faz
Administrative Assistant,
Professional Practice Education
Phone: (210) 283-6939

lfaz@uiwtx.edu

Brady Sams
Assistant Director of Professional Practice
Education
Clinical Assistant
Professor
Office:
(210) 283-6478

bagarza@uiwtx.edu

Core Values of the Mission

Faith The University is committed to educational excellence in a context of faith in Jesus Christ, the Incarnate Word of God.

Service The curriculum includes a global perspective and an emphasis on social justice and community service.

Innovation The University is open to thoughtful innovation that serves ever more effectively the spiritual and material needs of people.

Truth The faculty and students support one another in the search for and the communication of truth.

Education The University aims to educate men and women who will become concerned and enlightened citizens.

Physical Therapy Program Mission & Graduate Outcomes

Mission Statement

To innovatively educate physical therapists who, through skilled, reflective, patient-centered practice, optimize movement and wellness for the common good of society.

DPT Graduate Outcomes

Upon successful completion of the program, DPT graduate will be primary healthcare professionals prepared to:

- Practice legally and ethically in diverse environments, distinguished by the pursuit of self-directed learning, mindfulness, compassion, confidence, effective collaboration with others, and with competence in knowledge, reasoning, and skills.
- Develop quality evidence-based physical therapy services focused on patient/client-centered care to individuals and communities.
- Educate patients/clients, caregivers, the public, other healthcare professionals, students, third-party payers, and legislators about physical therapy services including health promotion and wellness.
- Advocate for the common good of individuals and communities, vulnerable and underserved populations, the profession of physical therapy, and other healthcare professions.
- Engage in the reflective process to foster personal and professional growth.

PROFESSIONAL PRACTICE EDUCATION EXPERIENCES

The **Professional Practice Educational** experiences occur after all didactic learning. PPE 1 will be at the end of semester 5, with PPE 2 and 3 immediately following until graduation in December each year.

DPT 7518 – Professional Practice 1 - An introductory 10-week full-time professional practice educational experience in which the student will demonstrate competence in basic assessment skills including communication and application of ethics, comprehensive screening examinations, fundamental physical therapy procedures and simple application of a clinical reasoning model. Under the direct supervision of a physical therapist, students are prepared to perform most elements of patient/client management in an inpatient or outpatient environment. While the student may be intermediate to entry level (at the end of the experience) in some of the CPI criteria, the expectation is that overall, the student would not be independent in many aspects of patient/client management. If given sufficient exposure during the experience, the student should be able to complete a “simpler” evaluation and provide some appropriate treatment at the end of the experience with only confirmation from the Clinical Instructor.

DPT 7628 – Professional Practice 2 - Second in the Professional Practice Education sequence, this 12-week full-time professional practice educational experience is focused on the further development of accountability, self-assessment, and an understanding of professional competence. Under the direct supervision of a physical therapist, the student will perform all elements of patient/client management across the lifespan in a variety of settings. This professional practice experience will use the student’s more advanced evaluative skills in initial program planning and treatment of complex patient cases. By the end of the second experience, the student is expected to have the basic tools to begin entry-level practice, but still need experience and development in several areas.

DPT 8618 – Professional Practice 3 – Third, and last, in the Professional Practice Education sequence, this 12-week full-time professional practice experience requires the student to integrate the knowledge and skills from all previous academic and clinical coursework. The student should have selected a patient setting in which they would like more in-depth experience and skill enhancement. Specialty settings are typically reserved for this third experience. Those may include sports, pediatrics, oncology, vestibular, etc. By the end of this experience the student is expected to be at entry level in all applicable areas of the CPI (see minimal expectations) and be prepared for entry level or close to entry level practice by relative independence in all aspects of patient/client management.

Role of the Director of Professional Practice Education (DPPE) aka Director of Clinical Education (DCE)

The DPPE has multiple roles within the DPT Program. The primary role is to manage, coordinate and develop PPEs for students to choose from that would offer a variety of experiences encompassing most facets of physical therapy practice. The DPPE maintains all clinical affiliation agreements with the established PPE sites. It is the responsibility of the DPPE to collaborate with each student to ensure successful application of the classroom and small group learning into clinical practice. Also the DPPE is the instructor of record for all PPE experiences and determines the final grade.

Role of the SCCE and CI

The Site Coordinator of Clinical Education (SCCE) (formally the Center Coordinator of Clinical Education (CCCE)) is to be the primary contact for each facility for determination of the number of potential PPE slots for students, maintain regulations and rules for the facility, and selecting an appropriate Clinical Instructor (CI) for the student. The CI that a student is assigned to shall have at least one year of post graduate professional experience and hopefully strive to be an effective role model and clinical teacher. CI's are encouraged to complete a clinical instructor course to prepare them with tools to enhance their effectiveness of a CI.

All affiliated schools will send a letter to the facility in early March of the calendar year prior to placement opportunity. The SCCE will usually notify the DPPE of available slots ~2 months after the letter is sent. After the matching process the DPPE will notify the facility that a student chose their site and clarify any other expectations. The SCCE will notify the student of any requirements that need to be completed prior to the PPE experience. Most of the requirements are listed in the affiliation agreement on file with the DPPE. The DPPE will reinforce these requirements as needed during preparation sessions.

The SCCE and CI will determine the orientation schedule, patient schedule and clinical hours for the student. The SCCE and/or CI will minimally provide the student with a mid-term and end-of-term summative evaluation of the PPE. It is advised that the SCCE and/or CI provide feedback periodically and regularly to the student especially during the first PPE when the student is learning the setting and role of the physical therapist. The SCCE/CI will provide written feedback to the student and DPPE at mid-term and within one week after the conclusion of the PPE.

Role of the Student

It is the student's responsibility to be proactive in the planning and follow up on all items associated with PPEs. The expectation is that each will have an active role in the learning process.

Responsibilities:

- Submit to the DPPE your preferences and all other required paperwork for PPE placements by the stated deadlines.
- Plan for all costs associated with PPE's (transportation, food, housing and other necessities). Remember the student is not allowed to maintain employment during PPE experiences that would interfere with the learning process (see student handbook).
- Discuss with the SCCE or CI the appropriate dress code designated by the PPE site.

- Read and abide by the policies, procedures and standards of the University, the DPT Program, the clinical facility and the profession. This includes confidentiality, conduct, attire, hours of attendance, etc.
- Notify the CI and DPPE when unable to attend clinic. This includes late arrival and early departure unless directed by your CI.
- Make arrangements with the CI (in advance when able) to make up missed (excused or unexcused) time and notify the DPPE of such.
- Be an active participant in the PPE process. Work to develop technical, professional skills, behaviors, and attitudes. Reflect on why you chose to be a physical therapist.
- Review the Essential Functions in the student handbook and ensure that you are striving to progress in each dimension.
- Communicate any issues or concerns during the PPE experience to the appropriate individual (CI, SCCE, DPPE). If there are areas you are not comfortable with then make sure you speak to someone.
- Complete all assignments during the PPE experience.
- Provide formal and informal feedback to the CI and DPPE regarding the learning experience.

Profession Practice Education Selection Process

Introduction

Each student is responsible for participating in the planning and on-going self-reflection of the PPE experiences. The overall curriculum has been designed so that the student has a variety of PPE experiences. These will include experiences across the lifespan and for various practice settings for the first three experiences and the expectation of developing/choosing an emerging role PPE experience. The process to set up practice sites can be extensive, however one of the hallmarks of our PPE here at UIW is to provide each student with experiences which will prepare you for entry level practice in any realm of physical therapy, but also tailored to emphasize your interests. This will require you to provide input in site selection and possibly working with the DPPE to develop PPE sites to meet the individual needs.

Students can travel to different locations or stay within the San Antonio region for their PPEs. There are pros/cons for traveling and staying in place. If students are unsure of the best geographic location that suits their needs, the DPPE can guide them. Faculty do encourage students to take advantage of the PPE opportunities for you to travel and live-in places that would not be available to you in many cases. Overall, the needs of students will be considered for each PPE placement. In addition, there is no guarantee that you will be placed at the site that you would like to be your “top choice.”

Affiliation Agreements

To assure that each student is exposed to a variety of quality settings, the DPPE identifies the affiliated and potential site by their responsiveness to student needs, acceptance of students for PPE experiences, staff expertise, regular and timely communication, and provision of high-quality patient care services. Additionally, new sites may be added if they provide unique opportunities for students and/or increase the number of options available to students for practice in specialized areas.

Considerations for Selection and Retention of Professional Practice Sites

Suggestions from students for new Professional Practice sites are encouraged and should be submitted to the DPPE. It is the responsibility of the DPPE, and not the student, to make the formal contact with the potential site to facilitate an agreement. However, students are allowed (but not required) to ask the site the following questions to provide information to the DPPE. Prior to the student contacting a site, he/she should contact their appointed PPE advisor to know what sites would be available to contact.

- Do they have a student program, or have they taken students before?
- Who is the student coordinator (SCCE) or the contact for student questions?
 - May I have the contact information so my professor can contact them?

The DPPE will determine if it is in the best interest of the UIW School of PT to pursue an affiliation agreement. Aspects that are considered are:

- Appropriate accreditation by local, state, or federal organizations.
- Staffing is adequate for the patient load and types of disabilities encountered.
- The types and numbers of patients cared for are adequate to meet the general or specific needs of the students (disability, specialization).
- Administration's attitude toward clinical education; recognition of the time and effort required by the staff; promotes the clinical education program.
- The atmosphere is conducive to learning as demonstrated through the availability of supervision, space, equipment, and educational resources.
- Clinical atmosphere is conducive to learning as evidenced by positive staff/administrative interactions, and the ability to assist and facilitate goal setting and attainment with students.
- Staff display interest and a genuine commitment to clinical education through well-constructed verbal and written feedback to students and to the program, and attendance at clinical education workshops and programs as available.
- The site's philosophy is congruent with the PT program's philosophy.

In order for a student have a choice to perform their PPE at a particular site, an affiliation agreement has to be in place prior to the site being sent a request for student placement for a particular PPE experience. There may be special circumstances that the site and the DPPE is actively working on the signatures to the agreement and have verbally agreed to the relationship when the site receives a request for student placement. The University and the Professional Practice site maintain a copy of the executed agreement. In addition, the affiliation agreement often expires after a certain number of years, so the DPPE maintains a record of when each agreement needs to be updated.

In addition to the affiliation agreement, the DPPE requests information from the site in the form of the Clinical Site Information Form (CSIF). The DPPE also strives to make a site visit to the facility (or “parent” facility) prior to a student completing an experience. If the DPPE is not able to make a visit to the site prior to a student going, either the DPPE or designee will make every effort to make a visit while the first student is there. If a site visit is not possible then the DPPE will speak with other Universities that affiliate with the site of interest for input.

For each affiliated site, a Slot Request Form is typically sent in early March (or later) for the site availability to accept students for the following year. Often the DPPE will call or email the site to discover their needs and to inform them of what student placement needs we may have.

Goals and Objectives

Each student will need to develop specific goals and/or objectives for each PPE experience. The DPPE and/or your advisor will guide you through this process.

Pre-Selection Process

The PPE information exchange will be performed during the first 3 semesters-with matching typically initiated in the middle of semester 3. The DPPE will communicate with you during the first 2 semesters of the program to initiate placement matching. Individual meetings will also take place with the DPPE prior to the selection and placement of each student.

PPE placement planning decisions should be guided by an effort to assure that student experiences address the following:

- Management of patients/clients' representative of those commonly seen in practice across the lifespan and the continuum of care;
- Practice in settings representative of those in which physical therapy is commonly practiced;
- Interaction with physical therapist role models whose practice is consistent with the program's philosophy of practice;
- Opportunities for involvement in interdisciplinary care; and
- Other experiences that lead to the achievement of expected student outcomes.

Students are required to participate in PPE in an outpatient (primarily orthopedic setting) and in an in-patient setting. Examples of settings that may assist in accomplishing these goals may include at least two or more of the following:

- A hospital setting (inpatient acute, inpatient rehab, or long-term acute care)
- An outpatient setting (with primary caseload of orthopedic diagnoses)
- A rehabilitation setting (Inpatient or outpatient, skilled nursing facilities-considered to be inpatient, or other similar types of facilities.)
- A specialty area (pediatrics, geriatrics, sports medicine, aquatics, women's health, wound care, etc.)

The student will be able to access information regarding potential PPE sites on EXXAT, to begin the selection process with the above thoughts for planning in mind. The DPPE's goal is to have as much information about the site available.

Please be aware that some sites have special requirements to complete and are contained in the PPE agreement. The student will have access to the agreement requirements in advance of the PPE. The student is responsible for completion of these requirements prior to the deadlines imposed by the setting and/or the PPE office. The DPPE and SCCE/CI will be available to assist the student in completion of these documents and requirements. If there is information you would like to know but are not able to access, please call/text, email or visit the DPPE's office.

Selection Process

The matching process will typically run according to the following timeline:

- During semester 2, students will fill out their PPE initial selection form and the DPPE will meet individually with students to discuss their overall plan and obtain their thoughts on what practice area they think at this time would be of most interest to them. Preliminary planning will occur for the type of site for all 3 experiences so proper matching can be done. The PPE matching process is flexible as we understand that interests evolve over time.
- note that sites are very limited for the first experience and most students will be matched with an outpatient experience in their preferred geographical area. If the student would like further information, please speak to their PPE advisor.
- The DPPE will compile the selections and analyze each to ensure that a compatible placement will occur and to work out the selection process with the class. This may include speaking with the student individually during the process. The following considerations when making the final decision on placements:
 - Goal to provide each student with a variety of practice settings
 - Location of the site
 - Expectations of the clinical faculty
 - Student goals of PPE experience
- Matching for the PPE experiences will begin in March of the the year prior to graduation. Most students will have at least 1 site matched by summer of the year prior to graduation. Most students will have all sites matched by January of their graduation year.
- The PPE office will provide written communication to you on the proposed final placement and will await the student's confirmation prior to making the "match" official. This may require the student to check their EXXAT account for details. The PPE office will communicate the need to review prior to the site being notified that the student will be coming for the selected time. Ultimately the DPPE will make the final approval for the site selection.
- Following the process, each site will receive a confirmation letter/email listing who will be attending their site. Further communication to the site regarding the experience will be sent at a later date.

Professional Practice Experience Selection Changes

The University of the Incarnate Word's DPT Program reserves the right to change a student's PPE assignment at any time. Facilities have entered into an affiliation agreement with UIW. It may be necessary for the program to change PPE sites due to unforeseen events.

The PPE selection may change because: 1) the clinical facility has notified UIW of the inability to fulfill their agreement; or 2) a student wishes to appeal their PPE assignment for hardship reasons.

If the facility cancels a PPE experience for any reason, then the following procedure should be followed:

- As soon as the DPPE receives notice of the cancellation the student will be notified as soon as possible. The DPPE and the student will determine the next best PPE site.
- It is the responsibility of the DPPE to make personal contacts with other facilities that have an affiliation agreement with UIW to arrange alternative PPE plans for the student.
- Under no circumstances should the student initiate contact with an existing or current PPE site regarding a potential or scheduled experience without prior consent of the DPPE as this may jeopardize our relationship with the facility.
- The DPPE may need to change the dates, times and/or setting in order to properly place the student so that the student may fulfill the PPE requirements.
- The DPPE will notify the student of the new PPE site at the earliest possible time so that they can initiate communication with the facility and complete the necessary paperwork.
- The student is responsible for financial support, transportation and housing at the new PPE site.

The student may appeal the PPE placement secondary to hardship.

- If a student faces undue hardship, they may appeal in writing to the DPPE.
- This appeal should contain at least the following information:
 - PPE Facility Name
 - PPE Course number and dates of assignment
 - Hardship Reason: Undue hardship is defined as a special circumstance, which would make it extremely difficult for the student to complete the PPE experience at the facility to which they have been assigned. Hardship examples are pregnancy or pregnancy of your significant other; child, significant other or immediate family member illness that requires your constant monitoring and previous employment with the facility where you have been assigned.
- It is the student's responsibility to plan financial support for these PPE experiences in advance of assignment. Lack of financial resources to attend the assigned site will not be considered a hardship.
- The DPPE will determine final placement for each PPE.

DPT Student Responsibilities and Criteria for PPE Preparation

Preparation Guidelines

To best meet the goals and objectives of the PPE as well as to optimize the learning that will occur in the clinic, each student will have to study during the PPE. This may include time with your CI, evenings and weekends. Please do not expect the regular working hours in the clinic will be all the time needed to complete the learning objectives.

Safety in Professional Practice Education Students are required to have the safety of the patient at the forefront of all they do. Additionally, students should be mindful of their own safety. Risks are inherent in any workplace setting. Potential health risks that students will encounter are back injuries, needle sticks, blood borne pathogen exposure, etc. Ways for students to be safe in professional practice are as follows: a) maintain proper body mechanics with all patient care tasks, b) adhere to the principles learned through OSHA training, c) adhere to hospital/clinic safety policies, d) use personal protective equipment as required, and e) use common sense in all that you do.

Contacting the Clinical Site

Approximately **eight weeks** before the start of each PPE experience, the student will send an introductory “presentation” that was created in Professional Topics to his/her SCCE/CI. The student is also to send to the CI/SCCE a pdf packet of information that the PPE office will create and provide to the student to send to SCCE/CI. Additionally, the PPE office may ask the student to send additional information. It is very important to follow through on instructions from the PPE office since some health care systems need to “in-process” you a few weeks in advance in order to have background checks and electronic health record clearance completed so there will be no delay in your ability to perform patient care. More specific instructions will be provided closer to the matched experience.

If the student doesn't receive a response from the SCCE/CI approximately 1 - 2 weeks after sending the letter the student will contact the facility again via email or phone call to ensure the information was received.

Approximately 2 weeks before the start of each PPE, the student is expected to contact his/her Clinical Instructor directly to:

- Confirm location/site of clinical
- Inquire about any special requirements and procedures that need to be completed before starting the clinical experience.
- Inquire about dress codes and schedule for the first day (what time you should arrive).
- Inquire about important areas or diagnoses to review before beginning.

During the PPE the student will be required to engage in self-reflection, self-evaluation, and to communicate actively regarding feedback with the SCCE/CI about the PPE.

Students are encouraged to communicate with the SCCE/CI and DPPE to enhance the PPE experience and develop a collaborative link between didactic and clinical learning experiences.

Medical Conditions, including Pregnancy

Immediately upon medical confirmation, any medical condition that may impact the ability of a student to safely and fully participate in the PPE experience should be reported to the DPPE and/or Dean. This will allow planning of a learning experience that will ensure maximum safety to all concerned.

American Disability Act (ADA)

Due to privacy laws, the DPPE is prohibited from discussing any disability with the clinical site without the student's written permission. It is recommended that discussions between the student and the CI occur at the beginning (orientation) of the PPE experience to discuss any relevant information that may affect the student's performance.

If you would like the DPPE to discuss it with the SCCE/CI at any point, then written permission is needed from the student.

Immunizations, Certifications, and Related Requirements

Prior to being allowed to participate in any clinical experience, students are required to submit or meet the following:

- Immunization/Laboratory test results – must submit official immunization records and laboratory test reports to include:
 - Hepatitis B series (typically a 3 shot series) and/or titer (Booster or additional series may be required if immunity not achieved).
 - Tdap or qualified waiver-current.
 - Please don't confuse the requirement for the DTaP (given to those up to the age of 7).
 - Tdap expires every 10 year; Td booster or Tdap required after expiration.
 - MMR series– (2 shot series) needed (only 1, if born before 1957) or titer (Booster or additional series may be required if immunity not achieved).
 - Negative Baseline TB skin test, QuantiFERON blood test or negative chest radiograph (current for the year):
 - **TB Baseline Skin Test** – This baseline test must be completed when students come into the program. A TB test is administered and reviewed followed by a second TB retest within 1-3 weeks after the initial test reading. **Negative chest x-ray required for positive test results.** TB skin test or clinical assessment by healthcare provider must be completed annually.
 - Varicella– 2 separate immunizations are needed OR blood titer if history of (chicken pox) disease OR history of chicken pox as medically documented by a licensed health care provider (vaccine will be required if immunity not achieved); official documentation must be provided in any case. Some PPE sites require a titer regardless of history of disease.
 - Current year flu vaccine. The flu “year” is October to May. You will need to submit an updated flu shot by 10/1 in order to continue with your PPE.
 - Some sites may require specific requirements not detailed above. Examples include the COVID vaccine or more specific background check. UIW does not have an exemption process for any immunizations/tests for students during PPE. Students must comply with individual site requirements or will forfeit the site. In this scenario, delays in graduation may occur.
- Health Insurance documentation – must be maintained while in the program

- Cardiopulmonary Resuscitation (CPR)/Basic Life Support (BLS) certification must be completed prior to PPE 1. UIW mandates you take part in BLS for healthcare professionals during the didactic portion of your program in order to comply.
- OSHA training will be completed prior to PPE 1
- HIPAA training will be completed prior to PPE 1
- Negative drug/alcohol screen as requested by facility. If a facility requires a drug test, the student will be required to obtain a 10-panel drug screen (unless specified differently from the site). Once obtained, the student will upload the results to the site management system (EXXAT). The PPE office may require the testing facility to send the results directly to the PPE office.
- Absence of problematic criminal history or record

All students are required to obtain a background check through PreCheck prior to entry to the program. When required, the student is to upload the results of the background check to the site management system (EXXAT). The director of the PPE office reviews each background check through the PreCheck system to screen for any abnormal results which may inhibit the student from engaging in any PPE experience. If the student has positive findings, the director will consult with the student. If a site requests that the student have an updated background check performed, the student will have to obtain a new background check at their own expense.

Additional laboratory testing, screenings and/or certifications may be required by individual clinical facilities. If required, it is the responsibility of the student to fulfill and cover the cost of such.

Students may be required to provide copies of documents to the site they are matched to for a PPE experience. The PPE office is often required to provide an attestation letter to the site the student is matched to. Any immunization or proof of requirement information in your EXXAT account may be required to share with the compliance person at the PPE site you are matched to. This includes background checks and drug screens as applicable. The PPE office will only share with the specific person(s) requiring proof of the information required by the site.

Many sites require forms, documents, and trainings that are specific to them. You can find these requirements in EXXAT. Your SCCE or CI may also give you requirements through their communications with you. The default deadline to complete these requirements is 3 weeks prior to the start of the first day of your clinical experience. However, your SCCE or CI may give you a different deadline, and that would supersede our default deadline if it were required by them farther out from the first day. Certain sites may require PPE office to sign forms so please send those to the PPE office admin.

Faculty Approval of Safe and Ready

Prior to students going to a PPE experience, the collective faculty, per the Commission on Accreditation in Physical Therapy Education (CAPTE), have to agree that students are safe and ready to progress to their professional practice experiences. Students may be asked to demonstrate evidence of safety and competence if by consensus faculty have a significant concern. If a significant concern exists, then the student will have to meet the requirements of an action plan within a specified time period in which the student adequately addresses the concerns of the faculty as stated in the action plan. If the action plan is not completed within the specified time period, the student may be delayed from progressing to a professional practice experience, experience delayed graduation, or be dismissed from the program.

Onsite at the Professional Practice Experience – Student Responsibilities

Orientation

The student should have an adequate orientation to the clinical site. Orientation is one of the most important aspects of establishing a positive and productive experience for the students, as well as the CI. Please see page the appendix of this handbook for further information about what should be included in the student's orientation.

PPE Experience

Affiliated sites are expected to provide educational experiences consistent with Physical Therapist professional education for any student accepted for a professional practice educational experience. This would include all aspects of patient care and practice management as appropriate to the unique clinical facility and to the student's level of education and experience.

Student Supervision

A physical therapist must be on the premises for any student to perform direct physical therapy patient care. All supervision of student education must be performed in accordance with state law and applicable state, federal, payer and university policies. For clinical education purposes, UIW has adopted the APTA policy as follows:

STUDENT PHYSICAL THERAPIST PROVISION OF SERVICES HOD P06-00-18-30

[Amended HOD 06-96-20-33; HOD 06-95-20-11] [Previously titled: Position on the Provision of Physical Therapy and Physiotherapy Services by Student Physical Therapists] [Position]

Student physical therapists, when participating as part of a physical therapist professional education curriculum and when acting in accordance with the American Physical Therapy Association policy and applicable state laws and regulations, are qualified to provide services only under the direction and direct supervision of the physical therapist, who is responsible for patient/client management. Direct supervision means the physical therapist is physically present and immediately available for direction and supervision. The physical therapist will have direct contact with the patient/client during each visit defined in the Guide to Physical Therapist Practice, as all encounters with a patient/client in a 24-hour period. Telecommunications does not meet the requirement of direct supervision.

Attendance

Remember that your attendance is directly related to professional behaviors discussed in Professional Topics and in the DPT Handbook. The student is **required** to be in attendance at the PPE site during the hours determined by the SCCE/CI. It is expected that the student will work **full time** hours during the time at the PPE site unless it is a holiday week. Students are typically in the clinic 35-50 hours per week and it may change over time as students get more efficient. Missed PPE hours must be made-up by the end of the experience with your CI providing the ultimate discretion. Please consult with your CI on what is needed.

We will treat absences from the PPE site as follows:

“Excused Absence” - An absence can be excused **only** if the student has notified the DPPE and clinical instruction/facility **prior** to the scheduled beginning of the missed day. Excused absences could include illness, ill family member, death of immediate family member, jury duty, military duty, or other circumstance with prior approval by faculty member. Excused absences require documentation at the discretion of the DPPE.

“Unexcused Absence” - An absence which does not meet the definition of excused absence or one in which the DPPE and clinical instructor were not contacted prior to the scheduled time is considered unexcused.

Policy regarding unexcused absences:

- Unexcused absences are unacceptable during PPE experience. Violation of this policy could result in written counseling and/or a failing grade for the course. If a student does not communicate in a timely manner with their CI/DPPE of the absence there is a likelihood of the student receiving a professional behavior citation.

Policy regarding excused absences:

- Excessive excused absences may result in an inability to successfully complete/pass the experience if those absences put the student at risk for not meeting the total number of required hours in the course and/or PPE component of the Program.

Students who are tardy may be considered absent and the same procedures and policies apply.

PPE experiences are full time and therefore, employment during the experiences is not feasible. Be aware that if a student attempts to work during PPE experiences and employment interferes with attendance and participation in the experience, these absences will be unexcused and students will be subject to disciplinary action or dismissal from the program.

Students are expected, as a general rule, to work the “schedule” of the clinical instructor, during full-time experiences. This may include (but is not limited to) alternate weekly schedules (four 10-hour days vs. five 8-hour days) and weekend/afterhours coverage.

The holiday schedule of the facility, not the University, applies for PPE courses. If your CI is expecting you to work over 50 hours a week and you have had a conversation with him/her and cannot come to a consensus on what is appropriate for you as a student then speak with your PPE advisor.

Dress Code

Prior to the PPE experience, students will inquire of the facility’s dress code and follow accordingly. Students may be required to purchase specific items of clothing to meet a PPE site’s requirements. Some facilities require the student to wear scrubs or a lab coat. Scrubs, lab coats, or anything else required to meet the facility’s dress code will be the financial responsibility of the student. It is a legal requirement that each student wear a name badge at all times during the PPE experience. If a facility requires a facility-specific badge, the student may wear that name badge instead of the UIW name badge for the experience. Name badges are to be seen above the waist at all time.

Professionalism

The expectation is that each student will act with good judgment and sound professionalism during their PPE experiences. It is against healthcare ethics to engage in a dating relationship with patients; engage in anything other than a professional relationship with employees in the clinic, CI’s, etc. If for any reason your significant other would visit you at a

PPE site, make sure that your interaction with him/her is appropriate and that you both would refrain from any behavior that would cause those around you to be uncomfortable for any reason. If you have any questions or concerns, please consult with your CI and/or PPE advisor.

Mobile Phones

Student may use mobile phones according to the clinical site's policy. However, pictures may not be taken or transmitted under any circumstance due to patient privacy regulations. Students who do not adhere to this policy will be removed from the PPE site immediately if the site requests the removal of that student.

Students should refrain from sending text or email messages during business hours unless explicitly given freedom by your CI to do so on a break or otherwise. Clear communication between you and your CI is needed. Without it, the CI may perceive that the student is disinterested and not ready to learn.

If the phone must remain on due to a possible family emergency, inform the CI of the possibility so that it is not misinterpreted for personal reasons during business hours.

Student Weekly Assessment (see appendix C)

To ensure that the student is on track for successful completion of the PPE experience to accomplish all goals/objectives and to enhance/invite dialogue between the student and CI on student performance, the weekly assessment template (see Appendix C) is an excellent tool to use. The CI is invited to complete independent of the student, but it the student can share with the CI how he/she is doing and ask the CI to provide at least verbal feedback. This can be done rather quickly and not something that needs to take time from the clinic schedule.

Communication with DPPE/Mid-Point Visit

The DPPE will contact the CI and/or student to arrange a mid-point visit or phone call to discuss the student's progress and be able to provide any answers to questions the CI may have. The CI and/or the SCCE are encouraged to contact the DPPE at any time if questions or concerns arise. The student, CI or SCCE are encouraged to contact the DPPE immediately at the first sign of any concerns regarding student performance that concerns critical skills, patient safety, or other performance/behaviors that would indicate a student may not pass a given PPE experience.

Student competence

Prior to PPE placement, students are expected to demonstrate safety and competence in appropriate lab and simulated patient evaluation/ intervention skills and knowledge. Due to the nature of UIW's Problem Based Learning (PBL) curriculum and the spiraling effect that it has as the student will go deeper into the learning process as each progresses through the curriculum, the student may be asked by the CI to perform a skill that may not be familiar. The student is expected to communicate with the CI if he/she is uncomfortable performing a skill that may be new. The student/CI should collaborate with how the knowledge and skill mastery will be obtained.

PPE Experience – Concern of Student Progress

In the event that a student is dissatisfied or is having difficulty at their PPE site, the following steps must be taken:

The student should first express his or her concerns to the CI. Most problems will be resolved by this approach. If the difficulties persist, the student should contact the DPPE or PPE advisor in a timely manner. The student may document in writing the time, date, concerns and recommendations made to the student.

Depending on the concern a summary statement will be placed in the student's file. If necessary, the PPE advisor will arrange a meeting with the student, the CI, and/or SCCE to attempt to resolve any issues and to develop a plan for a successful PPE experience. That plan/strategy will be documented.

In the event that a CI has concerns about the performance of a student, the CI should address the concerns directly with the student. The date, time, and areas discussed, as well as recommendations made should be written and signed by the clinical instructor and student. The CI should contact the PPE advisor immediately to share the considerations and the agreed upon performance expectations. The PPE advisor may choose to visit the site to observe the student directly. In most instances, a plan will be developed and implemented to address concerns and help the student successfully complete the PPE experience. A written summary of the meeting and the action plan should be signed by all in attendance. The Program Director will also be informed of the meeting resolution. If after intervention, the student does not meet the specific goals and objectives of the PPE experience, successful completion of a remediation assignment may be required (See Student Handbook for Remediation). If the student's performance has endangered the welfare of a patient/client, the PPE advisor or Program Director may act to withdraw the student immediately and issue a failing grade.

Facility Rules and Regulations

Students are expected to comply with the rules and regulations of the PPE site. The site must inform the student of these rules and regulations.

HIPAA and Related Policies

At the PPE sites, students have access to confidential information related to patients/clients of the facilities they enter. PT students receive training in protecting patient/client confidentiality and HIPAA guidelines. It is the *responsibility* of the student to maintain confidential any information related to patients and/or clients. Specifically, per HIPAA guidelines, the following behaviors are prohibited:

- Releasing confidential patient/client information by any means (i.e., verbally, electronically, or in print) to any individual/agency who does not have the legitimate, legal or clinical right to the information
- Unauthorized use, copying, or reading of patient medical records
- Unauthorized use, copying or reading of employee/hospital records
- Taking patient records outside the clinical facility
- Any tampering of patient information

This policy applies not only to patients/clients with whom the student has direct contact, but to *any* personal/confidential information the student may have access to during the PPE setting.

The student is also to use discretion when discussing patient/client information with other *appropriate* individuals to assure that the nature of the discussion remains professional, pertains only to information clinically relevant, and cannot easily be overheard by those not involved in the patient's care. Additionally, some facilities will have their own published policies/ procedures related to protecting patient/client information that students are expected to follow.

Any other information available at the PPE site, particularly that which could be considered proprietary, (e.g. treatment protocols, administrative information, etc...) is only to be used with the express consent of the facility.

Violations of this policy may result in sanctions and may be grounds for dismissal from the program.

Student's Relationship to Facility

Any PPE site accepting a PT student for an experience agrees not to hire the student to work at the same clinical site during the PPE course. The student should not be substituted for paid staff during the experience. The student may NOT assume the responsibility or place of a qualified staff person. However, as the student demonstrates proficiency in clinical skills, they should be permitted to perform with less, but still appropriate, supervision.

Early Termination of the Clinical Experience

Following consultation with the SCCE and the CI, the DPPE advisor or a UIW DPT Program faculty/administrator may remove a student from the PPE site if, in their judgment, the student is performing incompetently or poses a safety threat to the patients or staff of the facility. The PPE site supervisor and the CI may immediately remove any student from the premises who poses an immediate threat or danger, or for just cause under the site's disciplinary policy. The student may receive an incomplete or unsatisfactory for the course.

Minimal Expectations for PPE's Using the Clinical Performance Instrument (CPI)

Below are the minimal expectations for PPE's if using the CPI. It is the expectation that each student will strive to achieve beyond this for each experience.

PPE 1: Criteria 1-12: Intermediate Level or above

PPE 2: Criteria 1-12: Advanced Intermediate or above

PPE 3: Criteria 1-12: Entry Level or above

Professional Practice Assessments

Student Assessment of PPE Performance.

The Clinical Performance Instrument (CPI) will be the assessment tool for how the student is performing in the clinic. A learning contract will be used for an emerging role experience where the CPI may not be appropriate.

The student and the CI are to complete the CPI for each experience and the student is to submit it to the PPE advisor in the timeframe listed in the syllabus. The PPE office will review each CPI which will be used to help determine the student's grade. A compilation of trends from

the collective class' CPI will be performed by the DPPE and reported to the faculty for considerations for curriculum updates.

Completion of PPE Experiences

If a student is found to not fully meet the minimal expectations of the PPE experience upon a thorough review of the CPI, communication between the PPE office and the CI/SCCE/Student as applicable, etc., the Director of PPE, in consultation with 1-2 other faculty members, may either place the student on probation or issue an unsatisfactory grade. The decision to be placed on probation and receive a satisfactory grade versus being issued an unsatisfactory grade depends on the severity of not meeting the expectations. The student's overall academic record will also be taken into consideration. If a student is issued an unsatisfactory grade which results in dismissal, he/she may appeal according to the appeal policy. If a student is provided the opportunity to re-take the PPE course, the student is only allowed 1 re-attempt. At no point in the PPE sequence is a student allowed the opportunity to have more than 1 re-take for all combined PPE experiences.

Student Assessment of the PPE and Clinical Site

At the completion of the PPE experience, an overall assessment of the PPE experience will be performed by the student and the CI. This is to provide summative feedback of the SCCE/CI and facility. If there are areas identified for improvement, the DPPE along with the Dean, faculty, staff, SCCE/CIs, and students will take appropriate and reasonable actions to correct any deficiencies identified. Our goal is to have quality opportunities which provide an optimal learning environment for the student. This assessment will be turned into the DPPE and placed in the facility file.

Quality Monitoring/Improvement Processes

The PPE experience that the student is assigned will be reviewed by the DPPE by one or more methods: 1) on site review – note: the review may be from another clinical education director with whom the DPPE at UIW has consulted, 2) interview via phone between the DPPE and SCCE/CI, and/or 3) feedback from the student. The DPPE will communicate with the SCCE/CI to determine the placement of each student, and the DPPE will be provided with summative feedback of the students' performance. The DPPE will accumulate the feedback and prepare a report to present to the faculty regarding the outcomes of the PPE experiences. If areas of need are identified at the facility, the DPPE will discuss with the SCCE. In addition, if areas of need are identified by the SCCE/CI for the School, then the program will determine areas of development for curriculum components.

Corrective Actions

If corrective actions are necessary, such as if the student is late in submission of paperwork to the facility, the DPPE will notify the student to rectify the non-compliance as soon as possible. If the facility is late with submission of timely feedback regarding the student's PPE experience, the DPPE will monitor and send reminders to the SCCE/CI. Documentation of these corrective actions may be placed the student's permanent folder. If the process is slowed because of the student non-compliance, and the experience is cancelled, then the student may need to be relocated. If numerous corrective actions are needed for a student, then the PPE advisor will discuss at a faculty meeting and the student may need to be placed on a leave of absence. This action may result in the student not graduating in a timely manner. If the facility is out of

compliance, then DPPE may take corrective action that may include a possible visit over the phone or meeting at the facility to negotiate and discuss potential solutions to the problems.

Affiliated SCCE's/CI's Rights and Privileges

SCCE's and CI's who affiliate with UIW's DPT Program have rights and privileges

Those rights and privileges include:

- Right to request a conference or to have a student removed from a clinical rotation at any time.
- Right to provide feedback on the curriculum and the performance of program students and to have that feedback documented.
- Opportunity to request individual training and/or information related to clinical instruction.
- Right to provide input on future program applicants.
- Invitation to attend student presentations.
- Opportunity to attend selected guest lectures in the DPT program curriculum.
- Opportunity to attend a Texas Consortium Clinical Instructor Certification Course at a reduced rate (with APTA membership).
- Free access to online library holdings
- Opportunities for collaboration in clinical research

Disciplinary Action and Due Process

If unsatisfactory behavior in the Professional Practice setting occurs or persists, depending on the nature and severity of the behavior the PPE advisor and/or the DPPE may:

- Counsel the student directly (verbally and/or in writing) and document (outline) expectations for future behavior/performance.
- Issue a professional behavior citation.
- Provide the student a failing grade for the PPE course. This may result in the student being dismissed from the program and/or a delay in continuing in the program.
- Follow the procedures as outlined in the DPT Program Handbook for violations of the Student Code of Conduct.

The follow behaviors may result in an immediate assignment of "Unsatisfactory" to the PPE course and/or referral for University Disciplinary action:

- Violation of patient's right/confidentiality
- Falsifying data and records
- Illegal behavior or act
- Possession or use of intoxicants or narcotics or a positive drug/alcohol test result
- Failure to follow the instructions of employees of the facility (unless following instructions would be unethical or illegal).

- Jeopardizing patient safety
- Any conduct that results in dismissal or a request for removal from a PPE site

Appeals

Please see the Student Handbook for the DPT Program for details.

Appendix B

Sample Orientation Schedule

Week One: Day 1

- Cordial welcome.
- Tour department- define student area/desk/personal items.
- Introduce student to each staff member.
- Discuss expectations of student and clinical instructor (CI).
- Discuss learning/supervisory styles of student and CI.
- Review orientation manual.
- Lunch – make sure student knows how much time and where they can obtain.
- Observe treatments (preferable of CI) – assist as appropriate.
- May begin patient assignment.

Day 1-5

- Tour facility.
- Confirm special opportunities to be experienced (if appropriate) – schedule times.
- Arrange conference and evaluation sessions (daily, weekly, etc.) to review patients, answer questions, or address problems.
- Issue checklist of available procedures, modalities, and techniques with which the student should become familiar. Make them responsible for completion.

Weekly Summary/Check In Instructions

This page is meant to serve as a guide on how to fill out and utilize the weekly summary tool.

This tool is meant to be filled out once a week by the student and clinical instructor (CI).

Students and CIs are asked to complete the provided weekly assessment (paper or electronically) at the end of weeks the weeks they would not be completing the CPI.

It is best if:

- **CIs to rate the student and provide some brief comments for student direction.**
- **The student to self-reflect and rate their performance and providing brief comments and planning goals/objectives for the following week.**
- Both the CI and student can complete independently and come together to discuss/highlight/clarify. This is not meant to take a long time.
 1. You are welcome to complete via paper or electronic. If electronic, it is encouraged that the student save on their Onedrive and then share the file with the CI. At the end of the experience, the student will upload the completed forms to Canvas.
 2. Both the CI and student will complete both pages assessing the student's performance for the previous week in twelve categories (scoring ranges from *performs automatically* to *let's have a focused discussion*)
 - a. The student can complete independently and then provide to the CI for them to review and complete OR what is preferred is for each person to complete independently and then come together for a discussion (the student and CI can both have their own paper or electronic copy and all of this can be uploaded at the end. It's not imperative that both the student and CI comments be on the same form).
 - b. The student should be taking the lead and writing brief goals/objectives for the following week with input from the CI (this can be the learning objectives from the experience but focused on the week ahead)
 3. At end of the week (or beginning of the following week) student/CI meet and share their ratings and comments and any comments recorded after the meeting can also be incorporated in the weekly summary.

Rating Scale Definition Descriptions for the first page of the weekly assessment:

Performs automatically: the student demonstrates performance in the category by performing tasks without any sort of ques, and performs the task at a high degree of proficiency.

On track – keep giving effort: student demonstrates expected competency in the category but is still having slight difficulty being fully automatic and requires minimal instructions at time.

Developing but not on par, needs focused attention: the student is making progress; however, progress is slow and a discussion may be needed on the aspects of the category that the student is struggling.

Let's have a focused discussion: the student is heavily struggling with specific domain(s) and needs to have an in-depth discussion to identify the problems they are having with the category in question. The CI may want to reach out to the school to assist the student (this is not punitive but rather the faculty person may be able to assist the student and CI).

Student Weekly Assessment/Check In

Student Name: _____

It is recommended each week, that the CI assess the student and the student self-assess.

KEY: Performs automatically = Exceeds Expectations; On Track - keep giving effort = Meets Expectations;

Developing but not on par - needs focused attention = Just below expectations; Let's have a focused discussion = Below Expectations

	Write which week of the student experience you are summarizing, date, and place a checkmark in each row which closely aligns how the student is doing.	Week # __ Date: _____				Week # __ Date: _____				Week # __ Date: _____				Week # __ Date: _____			
		Performs automatically	On Track - keep giving effort	Developing but not on par - needs focused attention	Let's have a focused discussion	Performs automatically	On Track - keep giving effort	Developing - suggest giving much intentionality	Let's have a focused discussion to help	Performs automatically	On Track - keep giving effort	Developing - suggest giving much intentionality	Let's have a focused discussion to help	Performs automatically	On Track - keep giving effort	Developing - suggest giving much intentionality	Let's have a focused discussion to help
1	Safety																
2	Professional Behavior - Accountability																
3	Communication																
4	Professional Development																
5	Clinical Reasoning																
6	Examination - Evaluation																
7	Diagnosis - Prognosis - Plan of Care																
8	Procedural Interventions																
9	Educational Interventions																
10	Documentation																
11	Direction and Supervision of Personnel																
12	Time Management																

Write which week of the student experience you are summarizing, date, and summarize goals/thoughts	Week # ____ Date: _____		Week # ____ Date: _____		Week # ____ Date: _____		Week # ____ Date: _____		Week # ____ Date: _____	
	Does the student feel they had adequate feedback from CI? Yes____; No____		Does the student feel they had adequate feedback from CI? Yes____; No____		Does the student feel they had adequate feedback from CI? Yes____; No____		Does the student feel they had adequate feedback from CI? Yes____; No____		Does the student feel they had adequate feedback from CI? Yes____; No____	
Goals - Objectives for the following week:										
Student comments regarding past week's performance or future week's plan:										
CI comments regarding student's past week's performance or future week's plan:										
Initials (indicate discussed)	Student_____	CI_____	Student_____	CI_____	Student_____	CI_____	Student_____	CI_____	Student_____	CI_____

Student Name: _____

PERFORMANCE DIMENSIONS*

For Student (and CI if needed) Consideration when performing Weekly Assessment

Supervision/guidance: refers to the level and extent of assistance required by the student to achieve entry-level performance.

➤ As a student progresses through clinical education experiences, the degree of supervision/guidance needed is expected to progress from 100% supervision to being capable of independent performance with consultation and may vary with the complexity of the patient or environment.

Quality: refers to the degree of knowledge and skill proficiency demonstrated.

➤ As a student progresses through clinical education experiences, quality should range from demonstration of limited skill to a skilled or highly skilled performance.

Complexity: refers to the number of elements that must be considered relative to the patient, task, and/or environment.

➤ As a student progresses through clinical education experiences, the level of complexity of tasks, patient management, and the environment should increase, with fewer elements being controlled by the CI.

Consistency: refers to the frequency of occurrences of desired behaviors related to the performance criterion.

➤ As a student progresses through clinical education experiences, consistency of quality performance is expected to progress from infrequently to routinely.

Efficiency: refers to the ability to perform in a cost-effective and timely manner.

➤ As the student progresses through clinical education experiences, efficiency should progress from a high expenditure of time and effort to economical and timely performance.

* American Physical Therapy Association. Physical Therapist Clinical Performance Instrument for Students; June 2006; ISBN # 1-931369-25-9; © 1997, 2006

The following 2 pages are available for your use if you don't like placing 5 weeks of comments on one page. Note it is the same structure as page 2 of the weekly summary sheet as above.

Write which week of the student experience you are summarizing, date, and summarize goals/thoughts.	Week # ____ Date: _____ Does the student feel they had adequate feedback from CI? Yes ____; No ____		Week # ____ Date: _____ Does the student feel they had adequate feedback from CI? Yes ____; No ____	
Goals - Objectives for the following week:				
Student comments regarding past week's performance or future week's plan:				
CI comments regarding student's past week's performance or future week's plan:				
Initials (indicate discussed)	Student ____	CI ____	Student ____	CI ____

Student Name: _____

Write which week of the student experience you are summarizing, date, and summarize goals/thoughts.	Week # _____ Date: _____ Does the student feel they had adequate feedback from CI? Yes _____; No _____		Week # _____ Date: _____ Does the student feel they had adequate feedback from CI? Yes _____; No _____		Week # _____ Date: _____ Does the student feel they had adequate feedback from CI? Yes _____; No _____	
Goals - Objectives for the following week:						
Student comments regarding past week's performance or future week's plan:						
CI comments regarding student's past week's performance or future week's plan:						
Initials (indicate discussed)	Student _____	CI _____	Student _____	CI _____	Student _____	CI _____

Student Name: _____

PERFORMANCE DIMENSIONS*

For Student (and CI if needed) Consideration when performing Weekly Assessment –

Supervision/guidance: refers to the level and extent of assistance required by the student to achieve entry-level performance.

- As a student progresses through clinical education experiences, the degree of supervision/guidance needed is expected to progress from 100% supervision to being capable of independent performance with consultation and may vary with the complexity of the patient or environment.

Quality: refers to the degree of knowledge and skill proficiency demonstrated.

- As a student progresses through clinical education experiences, quality should range from demonstration of limited skill to a skilled or highly skilled performance.

Complexity: refers to the number of elements that must be considered relative to the patient, task, and/or environment.

- As a student progresses through clinical education experiences, the level of complexity of tasks, patient management, and the environment should increase, with fewer elements being controlled by the CI.

Consistency: refers to the frequency of occurrences of desired behaviors related to the performance criterion.

- As a student progresses through clinical education experiences, consistency of quality performance is expected to progress from infrequently to routinely.

Efficiency: refers to the ability to perform in a cost-effective and timely manner.

- As the student progresses through clinical education experiences, efficiency should progress from a high expenditure of time and effort to economical and timely performance.

* American Physical Therapy Association. Physical Therapist Clinical Performance Instrument for Students; June 2006; ISBN # 1-931369-25-9; © 1997, 2006