



Doctor of Physical Therapy Clinical Education Expectations

The FIU Physical Therapy clinical education program seeks to:

1. Provide experiences that require the student to: (1) manage resources (time, space, and equipment), (2) incorporate an understanding of economic factors and healthcare policy, and (3) adhere to ethical and legal standards with consideration of factors in the delivery of physical therapy services.
2. Provide supervised learning experiences where students have the opportunity to deliver efficient patient practice specific to a given clinical setting (e.g., efficiency, cost, time, and goal achievement). This will occur in an environment that allows for the design and implementation of effective learning experiences and fosters the integration, synthesis, and transformation of student's knowledge, skills, and attitudes.
3. Provide opportunities for students to apply the role of the physical therapist through a variety of diagnostic categories and within a cross-section of practice environments in the management of diverse patient population (age, gender, culture, etc.) throughout the continuum of care (i.e., longitudinal care) and in independent and collaborative practice. The experiences provided to the student will occur in environments that value education and will be organized, sequential and integrated ranging from introductory to entry-level performance as determined by the learning needs of the student, the requirements of the education program, and the resources of the clinical program.
4. Recruit (develop) individuals who can model reflective practice and motivate and mentor others to model such behavior.
5. Be facilitated and guided by using adult learning principles including active learning, flexibility in teaching/learning opportunities, and mentoring.
6. Provide experiences that require the student to screen, perform an examination, provide an evaluation to determine diagnosis and prognosis with expected outcomes, design a plan of care, and perform interventions.
7. Be structured to achieve intended outcomes based on identified objectives and expectations.
8. Provide opportunities for seeing increasingly complex patients under appropriate supervision (related to the needs of the learner).

9. Provide experiences that require the student to educate others, provide consultation, participate in activities addressing quality, and delegate to and supervise others with a varied skill mix.
10. Recruit (develop) individuals who can model reflective practice and motivate and mentor others to model such behavior.
11. Provide experiences that require the student to demonstrate a commitment to patients, clinical facilities, and the profession.
12. Provide experiences that require the student to use feedback and self-assessment to develop a plan for professional development and lifelong learning.
13. Provide experiences that require the student to apply principles of logic and evidence-based practice to patient care.
14. Provide opportunities for experience and practice in administration, education, consultation, and research.
15. Provide ongoing opportunities for students to apply learned knowledge, skills, and attitudes.
16. Reflect current and evolving practice and guided experience in responding to incorporating culture and adapting to a changing healthcare environment.
17. Provide ongoing assessment of the learner, the clinical site, and academic preparation integrating feedback from multiple sources to include the DCE, SCCE, CI, students, academic faculty and others.
18. The assessment should be based on systematic progression toward competency and will sequentially measure that progression toward competency.
19. The student will need to be provided with valid, meaningful, timely, objective, and measurable assessment of student performance.
20. Provide experiences that require the student to demonstrate professional behaviors and sensitivity to diversity to communicate with a variety of individuals and produce documentation related to patient care.
21. Provide experiences that require the student to apply principles of logic and evidence-based practice to patient care.
22. Provide the student with opportunities to develop patient care skills, assessment and treatment techniques, and professional communication habits in a variety of practice settings. As well as to provide practice guidelines that assures that clinical interventions are based on theory, evidence, and critical inquiry.

These expectations are discussed with and given to students in the FIU Physical Therapy program during the **Clinical Education Seminar, PHT 5027**, which takes place prior to the first clinical experience. Students are advised to include these expectations in their communication with the facility and clinical instructor.