

**University of Central Florida
College of Health Professions and
Sciences**



Doctor of Physical Therapy Program

Clinical Education Handbook

Revised June 2020

PROGRAM IN PHYSICAL THERAPY
CLINICAL EDUCATION HANDBOOK

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Introduction

The Clinical Education Handbook is designed to guide the student, the Site Coordinator of Clinical Education (SCCE), and the Clinical Instructor (CI) through the clinical education curriculum and policies of the University of Central Florida (UCF) Doctor of Physical Therapy (DPT) Program. It is the intent of this handbook to improve communication and clarify expectations between UCF, clinical sites, and the students regarding policies and procedures surrounding clinical education. The Clinical Education Handbook does not replace the necessary communication between the clinical sites and the UCF DPT program. Both the student and the clinical facility will have a copy of the Clinical Education Handbook. It is required that the Clinical Education Handbook be read prior to the student's arrival at the clinical site and be utilized as a reference during the clinical internship courses. The program reserves the right to update and revise the Clinical Education Handbook. Students will be notified if changes are made. It is the responsibility of the student to check for the most current version.

The handbook is reviewed annually by the Program's DCE, who seeks approval for revisions from the Program's Curriculum Committee, with additional input from the core faculty as needed.

Students must adhere to any revisions made to the policies and regulations made in the Clinical Education Handbook. Students will be notified when any revisions are made and the revision date will be posted on the departmental website. The student is required to read the Clinical Education Handbook on at least a yearly basis to familiarize themselves with the stated policies and any potential changes.

Equal Opportunity Statement

The University shall actively promote equal opportunity policies and practices conforming to federal and state laws against discrimination. The University shall not discriminate in offering access to its educational programs and activities or with respect to employment terms and conditions on the basis of race, color, religion, sex, national origin, age, disability, marital status, sexual orientation, and veteran status (as protected under the Vietnam Era Veterans' Readjustment Assistance Act). This commitment applies to the University's relationships with outside organizations, including the federal government, the military, ROTC, and private employers, only to the extent of state and federal requirements.

Accreditation

SACS Accreditation

The University of Central Florida is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) to award degrees at the baccalaureate, masters, and doctoral levels.

CAPTE Accreditation

The Doctor of Physical Therapy (DPT) program at the University of Central Florida is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE) of the American Physical Therapy Association (APTA). Our curriculum is based upon the

CAPTE Standards and Required Elements, the Guide to Physical Therapy Practice and the Normative Model of Physical Therapy Education.

Mission, Vision, Goals, and Beliefs

Mission:

The mission of the University of Central Florida's Doctor of Physical Therapy is to cultivate excellence in physical therapist practice through comprehensive and focused doctoral education. The program fosters excellence through its dedication to foundational sciences, clinical skill proficiency, research and evidence-based practice, service and professional duty, and lifelong learning. The program is committed to the development and strengthening of the healthcare community in order to optimize patient care in the dynamic healthcare environment.

Vision:

The Doctor of Physical Therapy Program at the University of Central Florida will be distinguished for:

- Its breadth, depth and collaborative approach to physical therapist education
- Clinical excellence and advancement of clinical practice
- Scholarly achievements and professional recognition of students, faculty and clinical partners
- Dedication to the health and well-being of the Central Florida community
- Professional commitment and advocacy
- Cultivation of professional development to advance the practice of physical therapy

Goals

The objectives of the Doctor of Physical Therapy Program are to

- Exemplify interprofessional healthcare and education
- Embody best practices in integrated clinical education
- Cultivate clinical excellence in all its constituents
- Advance physical therapy practice through scholarly achievements
- Lead to the improvement of health and well-being in the Central Florida community
- Exemplify commitment to the profession of physical therapy
- Advance physical therapy clinical practice.

Beliefs:

- We believe that membership in the American Physical Therapy Association (APTA) enhances professional development and that promoting membership should begin during entry-level physical therapist education.
- We believe that physical therapists should uphold the scientific foundations of the practice of physical therapy and the ethical principles of the profession.
- We believe that physical therapists should lead by example in the areas of health, wellness and prevention by being active participants in the community.
- We believe in respect for individual and cultural differences and we encourage understanding the culture of individuals and groups.

- We believe in the creation of a learning environment that fosters critical thinking, reflection, and lifelong learning

Philosophy of Clinical Education

The University of Central Florida is committed to the idea that professional education requires a sound academic preparation that is enhanced and enriched by strong clinical experiences. To this end, the clinical education program seeks to provide its students those clinical experiences that offer a stimulating environment to further augment their professional development.

The purpose of the clinical education curriculum is to provide the physical therapy student the opportunity to apply didactic knowledge, develop professional behaviors, and practice hands-on skills. This aspect of the educational experience is essential in developing the practice of physical therapy. Within the clinical setting, the physical therapy student has the opportunity to advance both their integration and application of knowledge, skills, and values.

The primary focus of the clinical education program is to provide the entry-level physical therapy student an atmosphere that promotes the health and function of the patient/client(s). The maximum level of function will be advanced through scientific principles and treatment rationales. While problem solving often follows logical predetermined steps, students must learn that many solutions are created by innovative, abstract thought processes. The excitement of research and discovery will be nurtured.

The students' goal in clinical education must be the achievement of the highest level of competency in all areas of patient care and related areas of physical therapy. The students are expected to actively participate, question, explore, teach, and motivate during their interaction with the clinical community to reinforce their learning experiences and thereby enhance their education.

The clinical environment will stimulate the student to look beyond the information learned in the classroom to discover new meanings and relationships within the profession. The clinical sites must also create learning situations that guide students to expand their knowledge, attitudes, and skills. The clinical sites will provide the students an awareness of personal responsibility as it impacts their clients and institutions. The clinical experience will include exposure to realistic environments that allow practice in interdisciplinary communication, documentation, problem solving, and medical and legal aspects of patient care with a variety of disabilities and ages.

The clinical education curriculum aims to cultivate graduates that are generalists in the field who are able to restore physical function and performance, prevent physical injury and disease, promote wellness, and advance rehabilitation science. Therefore, clinical education will occur in clinically and geographically diverse settings to afford the student opportunities to experience a variety of settings.

Organizational Structure of Clinical Education

Director of Clinical Education (DCE)

The DCE holds a faculty appointment and has administrative, academic, service and scholarship responsibilities consistent with the mission and vision of UCF. The DCE has the primary role and responsibility to develop, coordinate, administer, and evaluate the clinical education portion of the academic program. The DCE is the faculty member who is responsible for determining student grades for the Clinical Education courses that occur in the second and third year of the curriculum. The DCE maintains communication with students during their clinical experiences and serves as the liaison between UCF and the clinical site. The DCE is also responsible for evaluating clinical education sites and facilitating ongoing development of clinical education sites and clinical education faculty.

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Manager of Academic Support Services (Coordinator)

The coordinator is a staff employee of UCF. The coordinator is responsible for clinical site communication, both potential and extant, to establish and maintain contracts, and to assist in coordinating student placements in conjunction with the program's faculty. The coordinator assists with communication with students during their clinical experiences and with the clinical supervisors and staff at partnering facilities. Additionally, the coordinator will assist students in the completion and submission of clinical education requirements as required by clinical sites.

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Site Coordinator of Clinical Education (SCCE)

The SCCE is an employee of the clinical facility who is responsible for coordinating the assignments and activities of the student at the clinical education site. The SCCE is often a physical therapist or physical therapist assistant. In some cases, nonphysical therapist professionals who possess the skills to organize and maintain appropriate clinical education programs will serve as the SCCE. The SCCE should be experienced in clinical education. The SCCE demonstrates knowledge of contemporary issues of clinical practice, management of the clinical education program, educational theory and issues in health care delivery. The SCCE demonstrates ethical and legal behavior and conduct that meets or exceeds the expectations of members of the profession of physical therapy. The SCCE is responsible for assigning and monitoring Clinical Instructors. The SCCE will also communicate with the DCE, CI and Student to assist with problem solving, addressing conflict, and coordinating learning experiences.

Clinical Instructor (CI)

The CI is an employee of the clinical facility and is responsible for direct supervision and mentoring of the student in the clinical setting. The CI demonstrates clinical competence and legal and ethical behavior that meets or exceeds the expectations of members of the

profession of physical therapy. The CI demonstrates a desire to work with students by pursuing learning experiences to develop knowledge and skills in clinical teaching. The CI holds a valid license as required by the state in which the individual provides physical therapy services. The CI provides physical therapy services that are consistent with the respective state practice act and interpretive rules and regulations. The CI provides physical therapy services that are consistent with state and federal legislation, including, but not limited to, equal opportunity and affirmative action policies, ADA and informed consent. CIs must have a minimum of one year of full time (or equivalent) post-licensure clinical experience and be effective role models and clinical teachers. For a detailed description of the CI position, refer to the APTA's online documentation. CIs are assigned a student by the SCCE. UCF expects that all clinical education faculty are interested in developing/enhancing clinical teaching. **UCF Physical Therapy Program strongly encourages all clinical instructors to be certified clinical instructors through the APTA Credentialed Clinical Instructor program.** The DCE will ensure all clinical faculty have access to the Clinical Education Handbook, which outlines UCF policies and procedures, other details about the UCF Program in Physical Therapy, problem-based learning, completion of the CPI, and the clinical assignments.

Responsibilities of the CI include:

- CI shall share with the student and department the responsibility for academic integrity.
- CI, consistent with the principles of academic freedom, have the responsibility to present information that is consistent with the descriptions in the clinical education course outlined by UCF. In addition, clinical education faculty members have the obligation to make students aware of the expectations of the internship and the evaluation procedures.
- CI is obligated to evaluate students fairly, equitably, and in a manner appropriate to the course and its objectives.
- CI shall advise the students and UCF of any policies or procedures (including professional behavior and dress code) of the facility, which it will require the student to observe.
- CI shall make all reasonable efforts to prevent the occurrence of academic dishonesty through appropriate design and administration of evaluation.
- CI shall have the responsibility to contact DCE when instances of academic dishonesty are suspected. The DCE will see that appropriate action is taken in accordance with institutional regulations.
- CI shall complete all forms provided by UCF relating to the clinical education of students.
- CI has the right and responsibility to provide feedback to the department regarding the physical therapy program, curriculum and student performance. Sites are provided the opportunity to contact the DCE at any time.
- CI shall advise UCF at the earliest possible time of any deficit noted in a student's ability to progress toward achievement of the stated objectives of the internship.
- CI reserves the right to request withdrawal from the facility of any student whose performance proves unacceptable.

Clinical Education Faculty Rights and Privileges

Each clinical education faculty will receive a certificate of appreciation from the UCF Program in Physical Therapy. Clinical Instructors in the State of Florida are offered Continuing Education Units (CEUs) for clinical instruction. In addition, clinical education faculty of the program have the following privileges:

- Use of the UCF library lending program.
- Tuition reduction for Program in Physical Therapy continuing education courses.

Clinical education faculty of the program also have the following rights:

- The right to access and review the curriculum of the Program in Physical Therapy upon request at any time.
- The right to communicate their thoughts and ideas regarding the strengths and weaknesses of any component of the Program in Physical Therapy to the Director or faculty of the School.
- The right to contribute to the formal formative and summative evaluation of the clinical education program and the curriculum of the Program in Physical Therapy.
- The right to consultation and professional development to improve clinical teaching.
- The right to consultation and professional development to enhance patient/client management, administration, critical inquiry, and consultation skills of the center's physical therapy service.

Supervision of Students

Students must be “direct supervision” as defined in the rules - Chapter 64B17, F.A.C. Physical Therapy Practice (February, 1998):

- (9)(g) Physical therapists, when participating in student and/or trainee programs shall assure that the programs are approved by the American Physical Therapy Association, or pending approval by the appropriate accrediting center and provide on-site supervision (see (1)(e) when students are performing patient care activities.
- (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.

Should students be assigned to clinical facilities outside of the state of Florida, it is the student's responsibility to understand the rules and regulations of that state.

Student

Throughout the clinical education curriculum, the student must assume many roles and corresponding responsibilities. In assuming these responsibilities, the student will be held accountable for their own actions at all times. The student is a representative of UCF and is responsible to the following entities: UCF, clinical facility, SCCE/CI, and patient as follows:

- The student shares with the CI and the department the responsibility for academic integrity.

- The student has the right of free and honest inquiry and expression in their courses. In addition, the student has the right to know the requirements of their courses and to know the manner in which they will be evaluated and graded.
- The student has the obligation to complete the requirements of their courses in the time and manner prescribed and to submit their work for evaluation.
- The student has the right to be evaluated fairly, equitably, and in a timely manner appropriate to the course and its objectives.
- As a member of the university community, the student is a representative of UCF and must adhere by the university's respective policies and regulations.
- By definition, the student is a visitor of the clinical facility in which they are receiving clinical education. As such, the student is responsible for abiding by all operational policies and regulations of the facility and department. Although the student may be considered a participant in the facility, the student is not considered to be an employee of the facility.
- As a member of the physical therapy and health care communities, the student is expected to demonstrate attitudes and behaviors appropriate of persons responsible for the delivery of quality health care according to the APTA Code of Ethics and the state in which the facility is located.
- The student is responsible to the patient to provide the best healthcare of which he/she is capable. The student must recognize that he/she is being relied upon to provide physical therapy services with the utmost compassion, respect and undivided concern.
- As an adult learner and member of the physical therapy profession, the student is responsible for identifying their own didactic and clinical strengths and weaknesses, and assisting SCCE/CI in developing learning experiences. Imperative in this process is the concept of the student as an active learner who shows initiative and responsibility in working with the SCCE/CI to mutually develop an appropriate clinical education experience. It is the responsibility of the student to communicate professional needs, interests, and abilities with the CI, and to take initiative in establishing learning objectives and experiences in conjunction with the CI. Lack of knowledge in a certain area indicates a need for further learning, and does not constitute an excuse to avoid or provide inadequate patient care.
- It is the student's responsibility to prepare for patient care and complete assignments by posted deadlines. The student is advised to review educational resources in appropriate content areas prior to and during clinical experiences.

Overview of the Curriculum

The UCF Program in Physical Therapy is a 36-month professional doctorate program designed to enable students to demonstrate that they have achieved levels of comprehension and competence expected of entry-level physical therapists in both the classroom and clinical environment.

The didactic component is divided into three segments: foundational science courses, physical therapy theory and practice, and clinical science. All students are required to complete the entire curriculum in the prescribed sequence.

The curriculum is organized into units of instruction integrating the cognitive, psychomotor and affective domains of learning. Each course identifies behavioral objectives and the level of comprehension and competence expected of the students at that point in the curriculum.

Curricular Components

The DPT is a full-time professional doctoral program requiring completion of 114 credits beyond the bachelor's degree. The course work is taken in a prescribed sequence over nine semesters. The program requires a total of 36 weeks of full-time clinical experiences. During the clinical experiences, students work under the direct supervision of a licensed physical therapist. Included below is the sequence of clinical education courses within the DPT curriculum. For a complete listing of the DPT curriculum, refer to the program page in the UCF Graduate Catalog: http://catalog.ucf.edu/preview_program.php?catoid=4&pooid=1412&returnto=260,

Overview of Clinical Education

The clinical education component of the curriculum was developed in consultation with a task force of physical therapists and facilities from the East Central District of the Florida Physical Therapy Association. Clinical education occurs throughout the curriculum, with early integration of integrated clinical experiences in the didactic portion of the coursework during the first year, followed by formal, full-time clinical education beginning in the second year after the fourth semester.

Second Year:

FALL TERM

PHT 6805C CLINICAL EDUCATION I: 4(1,20)

Collaborative course where students meet to analyze, synthesize and discuss current professional, ethical and moral decision-making in physical therapy setting, culminating in a eight-week clinical internship.

Third Year:

SUMMER TERM

PHT 7822C CLINICAL EDUCATION II: 6(1,40)

Collaborative course for third year students to meet, analyze, synthesize and discuss current ethical, legal, and moral decision-making in physical therapy clinical setting culminating in internship.

FALL TERM

PHT 7823C CLINICAL EDUCATION III: 4(1,20)

Clinical education course to synthesize ethical, legal, and professional contemporary practice with evidence-based intervention, culminating in a full-time, 8-week clinical internship in physical therapy practice setting.

SPRING TERM

PHT 7829C CLINICAL EDUCATION IV: 4(1, 20)

Clinical education course to synthesize ethical, legal, and professional contemporary practice with evidence-based intervention, culminating in a full-time, terminal 8-week clinical internship in physical therapy practice setting prior to graduation.

Students will complete four clinical experiences. Each student is required to complete a full-time clinical experience in a general outpatient setting, and a hospital-based inpatient rehabilitation/acute care setting. Additionally, students are encouraged to travel to a site outside of the Central Florida region for one experience. Due to design of the curriculum, students will only be placed in the settings of general outpatient, outpatient orthopedics, skilled nursing, rehab, or acute care for their first clinical experience. Preparation for specialty settings ensue in the semesters following the first clinical experience. The student can be supervised in a 1:1, 1:2, or 2:1 student to CI ratio during any of the clinical experiences. Students are assigned to one clinical facility / organization for each experience under the supervision of one or more clinical instructor(s). It is acceptable that a student transfer between other sites within that organization to mirror the schedule of the CI(s).

Evaluation of Student Performance

Clinical Performance Criteria

Performance on all clinical education will be measured through the Clinical Performance Instrument (CPI). The performance criteria that will be measured by the clinical instructor and self-reflected on by the students' self-scoring are as follows:

- Professional Practice
 - Safety
 - Professional Behavior
 - Accountability
 - Communication
 - Cultural Competence
 - Professional development
- Patient Management
 - Clinical Reasoning
 - Screening
 - Examination
 - Evaluation
 - Diagnosis and Prognosis
 - Plan of Care
 - Procedural Interventions
 - Educational Interventions
 - Documentation
 - Outcomes Assessment
 - Financial resources
 - Direction and Supervision of Personnel

Standards of clinical performance for each criteria are outlined in the course syllabus for each clinical education course under "Grading Policy." These standard benchmarks will incrementally increase throughout the clinical education curricula. It is understood that actual student performance ratings will likely vary depending on complexity of patient

population and clinical environment.

Monitoring of Student Performance

Assessment of student performance and levels of CI supervision and feedback is monitored by the DCE through correspondences with the student and/or CI/SCCE through electronic communications, site visits, or phone calls during the clinical experience. The DCE also reviews CPIs in a timely manner and correspondences will be sent to clinical instructors and/or students if needed. Typical consultation or feedback from the DCE to discuss clinical supervision is performed through phone calls to clinical instructors, or meetings/conversations with students.

Considerations to the determination of the appropriateness of clinical supervision and feedback takes many factors into account. This includes the expectations of student performance per the syllabus. The syllabi outline performance expectations based on the CPI, which are progressive in nature, due to the progressive nature of the clinical education courses. Additional factors include the complexity of setting and/or patient population, the student's experience with the patient setting or case population, and the student's didactic, laboratory, and clinical performance in the program.

Course Grades for Clinical Education

Clinical education course grades are assigned by the DCE. The DCE will utilize feedback provided by the CI/SCCE in determining the course grade. The student must pass the specific criteria outlined for the CPI in order to pass each clinical education course.

The grade for clinical education courses is a combination of clinical performance, quality of completed assignments, and ethical and professional behavior. The student is responsible for their own academic work and progress. Grades will be determined based on the course rubric in each course syllabus.

The APTA's web-based Physical Therapist Clinical Performance Instrument (webCPI/CPI) tool will be utilized to assess clinical performance parameters. This parameter is graded Pass/Fail. Both the CI and the student will complete individual copies of the CPI for formal review at both midterm and final. Students are expected to achieve at least the established minimum for each course on each individual webCPI competency.

At the conclusion of a clinical experience, grading decisions made by the DCE will also consider:

- clinical setting,
- experience with patients or clients in that setting,
- relative weighting or importance of each performance criterion,
- expectations for the clinical experience,
- progression of performance from midterm to final evaluations,
- level of experience within the didactic and clinical components,
- whether or not —significant concerns box was checked,

- and the congruence between the CI's narrative midterm and final comments related to the performance dimensions and the ratings provided.

The DCE evaluates that by the end of the final clinical education experience the student has received an entry level score on all criteria on the webCPI. The CPI comments, as well as communication with CCCEs/CIs, students and core faculty will be taken into consideration in evaluating the student's readiness for graduation.

If a student believes a grade is not reflective of performance, they may appeal or initiate a grievance for the clinical education Program course as they would for any course. These procedures are described in the Program in Physical Therapy Student Handbook.

Clinical Education I

8 weeks: 320 hours

Clinical Education I constitutes eight weeks. This full-time clinical occurs at the beginning of the fall term in Year Two. The clinical setting for this clinical are limited to general outpatient, outpatient orthopedics, skilled nursing, rehab, or acute care settings. Specialty settings involving advanced neurological rehab, pediatrics, vestibular, etc. are typically not allowed as this clinical should reflect the knowledge base obtained from the curriculum. Patient care by students in this clinical is expected to take place under close supervision of the CI. Performance is expected to be adequate for the level of student in accordance with the descriptors in the clinical performance instrument as outlined in the next paragraph. A majority of patients should be medically stable and require uncomplicated decision-making, or when unstable, involve a stronger presence of CI instruction and supervision.

In order to successfully complete Clinical Education I, it is expected that the student obtains "Advanced Beginner" in all performance criteria of the CPI without concerns as noted by "Red Flag" items. Failure to meet these criteria will place the student at risk of failure of the clinical experience by the DCE and/or referral to the Retention & Advancement Committee in the Program of Physical Therapy at UCF for possible remediation.

Clinical Education II

12 weeks: 480 hours

Clinical Education II constitutes twelve weeks of full-time clinical training. This clinical occurs during the summer term at the beginning of Year Three. There is no limitation of the clinical setting for this experience, as students will have completed at least a minor level of academic preparation in all areas of physical therapy. Specialty settings such as neurological rehab, pediatrics, sports, etc. are allowed. Students are expected to be integrated into the care and management of complex patients, while also successfully caring for and managing simple patients as measured by their clinical performance instrument.

In order to successfully complete Advanced Clinical Education I, it is expected that the student obtain "Intermediate" in all criteria of the CPI, without concerns as noted by "Red Flag" items. Failure to meet this criteria will place the student at risk of failure of clinical experience by the DCE and/or referral to the Retention & Advancement Committee in the

Program of Physical Therapy at UCF for possible remediation.

Clinical Education III

8 weeks: 320 hours

Clinical Education III constitutes eight weeks. This full-time clinical occurs at the end of the fall term in the middle of Year Three. There is no limitation of the clinical setting for this experience, as students will have completed at least a minor level of academic preparation in all areas of physical therapy. Specialty settings such as neurological rehab, pediatrics, sports, etc. are allowed. Students are expected to be able to manage the care of complex patients, while also independently caring for and managing simple patients as measured by their clinical performance instrument, and with the supervision of a clinical instructor.

In order to successfully complete Clinical Education III, it is expected that the student obtain “Advanced Intermediate” in all criteria of the CPI, without concerns as noted by “Red Flag” items. Failure to meet this criteria will place the student at risk of failure of clinical experience by the DCE and/or referral to the Retention & Advancement Committee in the Program of Physical Therapy at UCF for possible remediation.

Clinical Education IV

8 weeks: 320 hours

Clinical Education IV constitutes eight weeks. This full-time clinical occurs at the beginning of the spring term of Year Three. This is a final clinical education experience. There is no limitation of the clinical setting for this experience, as students will have completed at least a minor level of academic preparation in all areas of physical therapy. Specialty settings such as neurological rehab, pediatrics, sports, etc. are allowed and encouraged. Students are expected to manage the care of complex patients at a near entry level performance, while independently caring for and managing simple patients at an entry level standard of care under the supervision of a clinical instructor, and as measured by their clinical performance instrument.

In order to successfully complete Clinical Education IV, it is expected that the student obtain “Entry level” in all criteria of the CPI, without concerns as noted by “Red Flag” items. Failure to meet this criteria will place the student at risk of failure of clinical experience by the DCE and/or referral to the Retention & Advancement Committee in the Program of Physical Therapy at UCF for possible remediation.

Student Evaluation of Clinical Experience

Students will evaluate the overall learning experience at the clinical facility at the end of each experience. The evaluation will address the facility’s potential for providing learning experiences for each of the outcome expectations found on the CPI and the quality of the learning experience. Students must complete the site evaluation in order to receive their grade for the course.

UCF Faculty Responsibilities for Clinical Education

While the DCE is responsible for the academic oversight and coordination of clinical

education, all core faculty may be consulted to approve the selection of clinical sites and to determine student readiness for clinical education. In addition, to develop a stronger collaboration with clinical sites for clinical education as well as other scholarly projects, core faculty members may be assigned responsibilities for clinical education in coordination with assignments of duties as directed by the Program Director.

Determination of Student Readiness for Clinical Education

The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. Students with disabilities must contact the DCE at the beginning of the semester to discuss the needed accommodations for this course. No accommodations will be provided until the student has met with the DCE to request accommodations. Students who need accommodations must be registered with the Student Accessibility Services, Student Resource Center, Room 132, Phone (407)-823-2371, TTY/TDD only Phone (407)-823-2116, before requesting accommodations from the professor.

The Doctor of Physical Therapy Program has identified certain standards that students must meet in order to function in a broad variety of clinical situations and render a wide spectrum of patient care. Students' readiness is determined not only by scholastic ability, but also on the physical and emotional capacity needed meet physical therapy practice standards. Some technological compensation can be made for disabilities, but students are expected to perform in a reasonably independent manner. Therefore, students may not use third parties to meet learning goals in the following five areas - observation; communication; motor coordination or function; intellectual-conceptual, integrative and quantitative abilities; and behavioral and social attributes. The requirements which may apply are:

- Is the student able to observe demonstrations and participate in skill laboratories?
- Is the student able to analyze, synthesize, extrapolate, solve problems, and reach diagnostic and therapeutic judgments?
- Does the student have sufficient use of the senses of vision, hearing and somatic sensation necessary to perform a physical examination? Can the student perform palpation, auscultation, and percussion?
- Can the student reasonably be expected to relate to patients and establish sensitive, professional relationships with patients?
- Can the student reasonably be expected to communicate the results of the examination to the patient and to his colleagues with accuracy, clarity, and efficiency?
- Can the student reasonably be expected to learn and perform routine physical therapy tests and interventions?
- Can the student reasonably be expected to perform with precise, quick and appropriate actions in emergency situations?
- Can the student reasonably be expected to display good judgment in the assessment and treatment of patients?
- Can the student reasonably be expected to possess the perseverance, diligence, and consistency to complete the physical therapy curriculum and enter the practice of physical therapy?
- Can the student reasonably be expected to accept criticism and respond by

appropriate modification of behavior?

At each standing faculty meeting, faculty, led by the DCE, discuss student progress towards these standards, achievement of course objectives, development of ethical and professional behavior, and safe practice. Because the faculty have clinical practice experience and the ability to determine that students are prepared for practice, all faculty are involved in the determination of student level of progress and readiness. Readiness and progress towards practice expectations are supported by benchmark exams, projects and laboratory practical examinations each term. Students must demonstrate safe practice standards in order to pass the lab practical examinations. Actions for remediation can be initiated through the program's Retention and Advancement Committee for concerns of lack of appropriate progress through the program.

Selection of New Clinical Affiliates

New clinical sites will be established at the discretion of the DCE. The primary goal of the DCE is to establish relationships with sites that demonstrate excellence in clinical care and a commitment to clinical education.

Although clinical sites are greatly recruited throughout Central Florida and the state of Florida, the DPT Program actively pursues clinical site agreements with clinical facilities throughout the country.

All communications with clinical education facilities take place through the DCE and program support staff. Any communication or correspondence with clinical sites for clinical education purposes by students is prohibited unless the student obtains permission by the DCE. Students are NOT permitted to contact clinical education sites to establish contracts or request clinical placements. All contract initiation and clinical placement requests are solely managed by the DCE. Because of the importance and complexity of the evaluation of the clinical site process and the determination of student readiness for clinical education, any student efforts to by-pass the selection and assignment process may result in disciplinary action. If the student is interested in a facility that UCF does not currently have a contract with, the student should contact the DCE as early as possible to discuss their interests. The DCE cannot guarantee a contract will be established or that the student will be placed at this facility if a contract is generated.

Assignments of Students to Clinical Education Sites

The DCE is responsible for assigning students to clinical education sites. Approximately one year to six (6) months in advance of the clinical internship, a list of available placements will be made available to students. Students will create a "wish list" of 8 "preferences" from the available placements for each rotation. The DCE will individually make the assignments of the students based on the following:

- Quality of clinical site and clinical instructor
- Educational benefits to the student
- Student's overall academic and professional performance in the program
- Student preference
- Faculty input

Students may request sites based on “hardship” which will be considered on a case-by-case basis.

UCF is an Equal Opportunity/Equal Access/Affirmative Action institution therefore, clinical education assignments are available to all without regard to race, color, sex, religion, national origin, disability, or age as provided by law and in accordance with the University’s respect for personal dignity. The University of Central Florida, Program in Physical Therapy expects the clinical sites’ policies and procedures for clinical education to reflect this commitment.

Regardless of the reason, should it be necessary to reassign students to an alternate site or extend the length of the experience at a current site, students will be notified in a timely manner to avoid delay in the student’s learning experiences. However, students must be prepared to be flexible in terms of time and location, so that appropriate learning experiences can be identified.

Overall Clinical Requirements: Site Diversity

All students are required to complete at least one clinical experience in a general outpatient setting and one acute care, sub-acute care, or inpatient rehab in a hospital setting. The additional clinical experiences will be selected based on student preference. Students are encouraged to select one experience outside of the Central Florida region. By fulfilling these requirements, students will be exposed to a diverse case mix, encompassing patients across the lifespan and throughout the continuum of care.

These criteria were created to assure that students obtain a well-rounded clinical experience throughout the curriculum. Assignment of students to clinical sites by the DCE will take these requirements into consideration for all students.

Conflict of Interest and Site Selection

During the site selection process, the student must provide possible conflicts of interest on the clinical interest form. If at any time the student feels that there are additional potential conflicts of interest, it is the student’s responsibility to make this known to the DCE. Failure to do so may result in cancellation or removal from the experience and/or disciplinary action. The DCE has final authority regarding any potential conflicts between students and clinical facilities.

Evaluation of Clinical Education Program

The evaluation of the clinical education program occurs on a continuous basis. Review of the program is led by the DCE in a core faculty meeting typically in the late spring or early summer. In addition, the DCE leads discussions throughout the year regarding collective and individual student performance, clinical education faculty feedback, and suggestions for potential changes to the didactic or clinical education curriculum that could influence outcomes.

Clinical education program evaluation takes part in concurrence with the program

curricular and outcomes evaluation. Many benchmarks for student performance are listed as outcomes in the Institutional Effectiveness Assessment that takes place each fall. It is believed that these ultimate outcomes are reflective of the collective clinical education process as a whole. Additional sources of evaluation are multi-faceted in nature and include the following: feedback from clinical education faculty, current student feedback, graduating students exit interview feedback, the DCE, and the collective core faculty.

The clinical education program is further evaluated through Student Perception of Instruction (SPI) and the Clinical Education Site Evaluation for each of the clinical education courses. This is a direct reflection of the site, CI and DCE performance, as well as the clinical education program as a whole. SPIs are examined by the Program Director during annual evaluations of the DCE.

Cancellation / Suspension of a Clinical Site

The terms of cancellation of a clinical site will be written in the formal affiliation agreement between the facility and the academic institution. The cancellation should be in writing and may be initiated by either party. Many of the cancellations have a time frame established (see sample affiliation agreement).

The academic institution may place a clinical site on a level of suspension in the event that the program faculty does not consider the site to meet the current academic needs of the physical therapy student. The SCCE will be notified, followed by a letter of suspension sent to the facility which outlines the circumstances of the suspension. The DCE will be responsible for initiating the letter or phone call following the faculty decision. Possible reasons for suspension are: inadequate student supervision, lack of policies and procedures for student involvement, overutilization/underutilization of students, and legal or ethical concerns. The status of suspension differs from a cancellation in that it allows the clinical site to respond to the letter and develop an action plan and/or other documentation that addresses the concerns of the faculty. The clinical site will have sixty (60) days to respond to the letter of suspension. The faculty must unanimously approve the action plan/change to lift the suspension. The faculty may allow additional time to revise the plan or request additional information. If the site does not respond to the suspension, a cancellation letter as outlined in the affiliation agreement will be sent to the clinical site.

Clinical Site Right of Refusal

Clinical education sites have the right to refuse placement of a student at any time, even when the site has previously confirmed ability to accept the student. Clinical sites also have the right to remove any student from the affiliation for any reason. Clinical sites have the right to deny students to access to information that is the intellectual property of the facility & further deny student use of the property in the future.

Evaluation of the Clinical Education Component of the DPT Curriculum

The evaluation of clinical education is a part of the curriculum evaluation plan. SCCE's, CI's, students and core faculty will have the opportunity for input into this process through focus groups, continuing education workshops, clinical instructor certification, etc. Each year, the DCE will complete an evaluation of the clinical education program at

UCF using information from clinical instructors, the SCCE, students, faculty, focus groups, the CPI, the student assessment, and the CI workshops. This evaluation will include outcomes of the clinical experiences and recommendations for future change in the clinical education program. Affiliated sites may review the report upon written request to the DCE.

General Student Policies

Dress Code and Appearance

Students are to present in a professional manner at all times. The student will follow the dress code of the clinical facility and student identification badges must be worn at all times.

Attendance and Working Hours

Students are required to complete the prescribed number of contact hours specified by their clinical education course. Students are expected to be prompt and to work the assigned regular working hours of the CI (this does not include CI vacation days). This may include early mornings, nights, or weekends. On occasion, the student may need to stay beyond typical hours to complete patient care and/or documentation. The university calendar is suspended during all clinical education courses. Holidays will be determined by the schedule of the clinical facility and not by the University's schedule. The student must abide by the policies and procedures of the hospital/department concerning breaks during working hours.

Absences

Students are required to complete the prescribed number of contact hours in the clinical setting as identified in the specific clinical education course. Repeated absences or unexcused absences places the student in severe jeopardy of not fulfilling their learning objectives and will place student at risk for failure of the course. The plan for make-up days is determined on an individual basis by mutual agreement of the student, the CI, and the DCE. Absences may be excused only for extreme, unforeseen circumstances such as emergencies, or for professional activities and religious holy days that are planned in advance. The following procedures must be followed in each circumstance or the student will be at risk for disciplinary action:

Emergencies - personal illness, family illness, death in the family, etc.

In the event of illness, injury or family emergency, the student is responsible for contacting the DCE and CI/SCCE immediately and will maintain contact on a daily basis with the DCE and CI/SCCE throughout the absence. At the time of the event, the student must 1) call the facility to inform the CI/SCCE of their absence, 2) immediately following the phone call, the student must send an email to the CI/SCCE, referencing the prior phone call regarding their absence, and the DCE must be copied on that email. Failure to follow this policy will result in the absence being considered an unexcused absence. Upon return to the clinical facility, the student must consult with the CI/SCCE to determine a plan for make-up of lost time. Only a plan that is approved by the CI / SCCE and DCE will be implemented.

Students with an illness or medical condition that may be communicable to patients or staff should not have contact with patients. If students are unsure whether they should be in patient contact areas, they should seek medical advice for evaluation of their work status. Students are to comply with the clinical facility's policies and procedures for evidence of medical release to return to work.

Inclement Weather

In the event of severely inclement weather (e.g. hurricane, tornado) or other states of emergency, the student should ensure their personal safety first. The student is not part of the employed facility and is not expected to respond in these types of events. If an absence occurs due to inclement weather, the student must 1) call the facility to inform the CI/SCCE of their absence, 2) immediately following the phone call, the student must send an email to the CI/SCCE, referencing the prior phone call regarding their absence, and the DCE must be copied on that email. Failure to follow this policy will result in an unexcused absence.

Scheduled time-off - professional activities such as meetings, interviews

Students are not permitted to request schedule changes or days off from their CI/SCCE, even if they intend to make up the time, without prior approval of the DCE. To request a clinic schedule change or to accommodate a known event, the student must provide a written request with supporting documentation (when appropriate) to the DCE. Based on the merits of the request, the DCE may grant the student a change in clinic schedule, if the clinic is able to accommodate the altered schedule. It is expected that all missed clinic time will be made up and, the DCE in coordination with the CI/SCCE and student, will formulate a plan to that effect. In the event that a student does not request prior approval from the DCE, the absence or shift in clinical schedule will be consider an unexcused absence.

Religious holy days

Students must notify the DCE and CI prior to the start of the clinical experience if they intend to miss clinic for a religious observance. For more information, see the UCF policy at <http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALOct17.pdf>

Should a need arise after the clinical experience has begun, the student must request an approved absence from the CI/SCCE and DCE and determine a plan for make-up of lost time. Only a plan that is approved by the CI / SCCE and DCE will be implemented.

Unexcused Absences

An unexcused absence will result in a 10% deduction from the final course grade. In the event the student receives an unexcused absence, the DCE will determine an appropriate course of action which may result in referral to the Professional Standards Committee for

additional action if the DCE deems necessary.

Accountability

Students **MUST** call the CI/SCCE as soon as possible if they are going to be late. Persistent tardiness may jeopardize the student's successful completion of the clinical experience. It is the student's responsibility to initiate discussion about modifying the daily schedule if there are reasons other than personal convenience that are resulting in tardiness. Students must make travel arrangements for departures after the end of the workday and may not be excused for personal business.

Disruption of Center Operations

The CI/SCCE reserves the right to send the student away from the facility if at any time a student's behavior or lack of safe practice places themselves or others at risk. These situations must be addressed immediately. The CI/SCCE must contact the DCE to determine the appropriate course of action, which may include:

- evidence of remediation so that the student is no longer posing a risk to self or others before returning to the center
- termination of the clinical experience (see reassignment section)
- dismissal from the Program in Physical Therapy

No preparation for other academic work should interfere with patient care.

Students as Employees

Students **CANNOT** be employed by the center during clinical education in any capacity. Students may, however, be awarded an honorarium or stipend to cover incidental expenses.

Counseling Services Available to Students

UCF Counseling and Psychological Services (CAPS) provides professional counseling services to students (407-823-2811). Students are encouraged to contact CAPS for counseling needs. Additionally, clinical faculty are encouraged to contact the DCE with any student concerns that may need to be referred to CAPS.

Student Requirements

Students have numerous clinical education requirements that must be met prior to being approved to complete clinical education coursework. All required documentation is to be turned in to the DCE or program staff with strict deadlines in place. The following are required prior to being approved for clinical internships:

CPR Certification

All students are to have an active BLS for the healthcare professional, or equivalent. Students are responsible for costs associated with CPR certification.

Certification of HIV / Bloodborne Pathogens Education

An online course through the University Webcourses will be made available to all students prior to their first rotation in order to complete this requirement. Students are required to complete this course annually.

Proof of current health insurance

Certification of current major medical (including hospitalization) health insurance is required for each year of enrollment. Students are responsible for costs associated with maintaining health insurance coverage.

Health information

Student health is ultimately the responsibility of each individual student. The University of Central Florida sets guidelines and monitors student medical data at matriculation and during the three years of enrollment in the Program in Physical Therapy. Students are required to comply with all University regulations regarding the disclosure of health information and immunization records to UCF Health Services. DPT students are required to notify the DCE and/or Program Director of any changes in his/her health status that may impact the ability to safely perform functions expected in clinical education, or that may pose potential risk to patients or classmates.

Students are responsible for all costs associated with physical examinations, immunizations or related to obtaining copies of personal health records. Students must supply this information to the Academic Support Coordinator annually, upon request.

Some facilities may require students to complete certain immunizations (i.e. influenza) in accordance with the facility's policies and procedures. Students are required to follow all regulations as indicated by the clinical facility's guidelines.

Criminal Background Checks

Each student in the Physical Therapy Program will be required to complete a criminal background check prior to the start of clinical experiences, as prescribed by the DCE. The associated costs for background check is the responsibility of the student. Verification of the background check and absence of disqualifying offenses will be completed by the DCE. Background check results will not be provided to anyone. Clinical sites will only be provided the verification of completion and attestation of the absence of disqualifying offenses.

The DPT Program currently requires a comprehensive Level II screening which is a search both with the Florida Department of Law enforcement and FBI. All students are required to use the UCF DPT program account with CastleBranch.com for this process. The cost for this is the responsibility of the student.

Individual clinical sites may have added background checks or processes that may require additional costs, which will be the responsibility of the student.

Emergency Care for Students

Each student is personally responsible for all expenses that result from emergency care during clinical practice. Therefore, each student must have evidence of personal major medical health insurance coverage including hospitalization.

Should a minor emergency occur, first aid should be administered as it would for any employee. Should there be a more serious accident, proper emergency action should be taken. The student is responsible for alerting the SCCE of any potential medical problems and action that may be necessary because of an existing condition.

Policies and procedures concerning blood-borne pathogen exposures and exposures to communicable diseases (e.g. tuberculosis, chicken pox) must be in place at each of the clinical facilities. Students are to know the policies and procedures of each clinical facility and carefully comply with all requirements in case of injury or exposure to communicable disease. For example, all needle sticks and exposures to blood or other potentially infectious body fluids should be immediately reported to the SCCE and to the occupational health nurse at the facility where the accident occurs. In addition, the UCF Student Health Center must be notified within 24 hours to complete an incident report (407-823-2701). Walk-in clinics may be utilized after operating hours of the Health Center.

Housing / Meals / Transportation

It is the responsibility of the student to secure and finance transportation and appropriate living arrangements during all clinical internships. When indicated in the clinic files, housing or assistance to obtain housing may be provided by the facility; some sites provide a stipend or housing at no expense/low cost to the student.

Student Liability Insurance

The university procures and maintains professional liability coverage for students while they are engaged in activities during clinical education experiences. The coverage is on an occurrence basis (no annual aggregate) at the limit of \$1,000,000 for all claims arising from the same incident or occurrence. In the event the students in the Program will not have patient contact, the university is not required to procure and maintain any such policy or policies of liability coverage as described above. A certificate of this protection is submitted to each site with the agreement for affiliation.

Should a site require evidence of an individual student policy, it will be submitted as part of the student's portfolio. Information on liability insurance policies are available in the UCF Physical Therapy office. Information on liability issues is included in the orientation to clinical education.

Confidentiality of Student Information

A copy of information regarding the rights of students in the Family Educational Rights and Privacy Act is included in Appendix.

The confidentiality of student information is further upheld by having the students complete their own portfolios with personal information that clinical sites may require through the EXXAT management system. The student can provide the clinical site with copies of any health or personal information, or the Clinical Performance Instrument (CPI). The students may choose to provide copies of the CPI to clinical instructors. If copies are kept, the site must assure the rights of students addressed above. Clinical staff may not reveal any information about the student to other parties without the student's written

permission.

Information Shared with Clinical Education Sites

In initial confirmation with the facility, the DCE shares the student's name, class year, and general clinical interests (as known), as well as academic objectives and curricular plan for the student's clinical experience.

Students with approved accommodations through the Office of Educational Support and Disability Services will inform the DCE and their clinical facility liaison of any accommodations that will impact their performance in the clinical setting. The student is required to provide the DCE with their accommodation paperwork prior to contacting their site. The student will share accommodation information with their clinical site liaison upon initial contact. If a clinical site is unable to meet the approved accommodations for the student, an alternative clinical placement will be provided for the student. If necessary, the student and SCCE may communicate earlier than usual in order to prepare for meeting such accommodations.

The student is responsible for sharing all information related to health records, immunizations, and any additional testing required by the clinical facility with the SCCE/CI. UCF provides a mechanism for storing and sharing this information within the Clinical Education software, EXXAT. Some sites may require that this information be shared in a different manner and sites may have a set of requirements for the student that differs from the standard requirements laid out by UCF. Details on those sites' requirements are made available in EXXAT as the DCE is made aware of them.

The University discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a CI or preceptor employed by a facility with whom the University has contracted as its agent to provide a clinical training experience for the institutions' students instead of using University employees or officials, a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary, student progress, or grievance committee, or assisting another school official in performing his or her tasks.

When provided with a student's education records for legitimate educational reasons, CI/SCCEs, or Clinical Education Supervisors shall be under the direct control and authority of the Program with regard to the use, maintenance and disclosure of such records and identifiable information from such records.

Communication

In case of emergency, during daytime work hours, faculty members may be contacted at the Program in Physical Therapy (407-823-3462).

The DCE will provide other means of communication for the student and CI to be used in

case of emergency after hours.

Open and Proactive Communication

The DCE, SCCE, CI, and the student are to be in close alliance and communication in achieving the goals of creating an optimal learning experience and ultimately a competent practitioner. To meet these goals, all must communicate with one another in a meaningful and productive manner. If at any time the CI/SCCE has concerns regarding the quality of the student's performance, it is their responsibility to contact the DCE and jointly determine a plan of action to address the problematic areas. If at any time the student or the CI/SCCE has a concern about the learning or clinical environment at the facility, they must contact the DCE immediately. The CI/SCCE/student is encouraged to contact the DCE at any time during the internship.

The DCE will be available for communication or a physical site visit (when practically possible) while the student is on a clinical experience. Purposes of these visits are to:

- Monitor clinical competence and progress of the student, including clinical strengths and weaknesses.
- Gather information on clinical performance of the student to assist in program evaluation.
- Monitor learning experiences provided by the facility to assist in evaluation of the facility and CI.
- Maintain regular communication between the University and the facility.

The DCE will also monitor student learning within the clinical setting via the required weekly assessment forms and the mid-term and final CPI. If necessary, additional monitoring will occur.

It is the responsibility of the SCCE/CI to assure that the DCE is notified of any changes in the agreed upon plan. It is important that the DCE be notified when any of the following events occur:

- Change in location or assignment to units within an organization
- Any unexcused student absence(s)
- Excessive requests for leave or change in working hours
- Change or extended absence of CI
- Change in corporate structure

Patient Rights & Confidentiality

Patients at clinical sites have the right to refuse physical therapy evaluation and/or treatment by UCF DPT students. Students must notify his/her clinical instructor in the instance a patient is refusing care by the student.

The students must follow the Protected Health Information (PHI) Standards regarding information about patients and their families. This information is strictly confidential. It should not be shared with friends, family, or other health care providers except in need-to-know situations, such as emergencies. Each student is responsible for clarifying each clinical facility's regulations on confidentiality and information sharing. Each clinical

facility is responsible for informing the student of specific confidentiality and/or HIPAA regulations upon orientation to the facility. All students are required to sign a HIPAA form prior to entering clinical education. Any assignments from the clinical experience must be de-identified of all personal information prior to submission to UCF. Students must seek out and follow clinic-specific procedures for use of any photography, video, or other recording of a patient. In addition, the student must fill out the UCF Video/Photo release consent form and file with UCF DCE.

Breach of patient confidentiality is a federal offense and may be subject to penalty under law. Breach of patient or facility confidentiality will result in immediate removal from the clinical facility and referral to the Program Director for review.

Incident Reports

If there is an unusual event or accident/injury with patients, employees, other students, visitors, or the student, the CI/SCCE and the DCE must be notified as soon as possible. The student should comply with the facility’s policies and procedures for reporting the incident using the appropriate documents. In addition, in connection with the professional liability protection provided to students by UCF, incidents must also be reported to the DCE. Should there be any harm or injury to the student, the student must consult the UCF Student Health Center.

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

The final CPI report must include an addendum, completed by the student, to describe these incidents. Department managers or SCCE’s may choose to complete an addendum on their organization’s letterhead instead of, or in addition to, the student’s report. The purpose of this reporting is to have a record of the incident should any future legal action be taken. Students are advised to complete the addendum at the time they complete the incident report so that the information is fresh in their minds.

Summary of Responsibilities

All parties are expected to make reasonable efforts to comply with their obligations to provide learning experiences for students

Responsibility	DCE	Academic Faculty	SCCE	CI	Student
Arrange for affiliation agreement	*		*		
Arrange for orientation of clinical faculty	*	*	*		
Arrange for orientation of students	*		*	*	
Establish plan for communication	*		*		*
Evaluate student status and plan learning experiences	*	*		*	*
Complete midterm and final self-assessment					*
Discuss midterm and final self-assessment				*	*
Evaluate the clinical experience and report	*				*
Maintain confidentiality of student information	*	*	*	*	*

Comply with state practice act and APTA Code of Ethics	*	*	*	*	*
Advise students	*	*	*	*	
Submit CPI and clinical evaluation timely				*	*
Follow student policies and maintain portfolio					*

Appendices

APPENDIX A

Notification of Rights under the Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights include:

(1) The right to inspect and review the student's education records within 45 days (State of Florida law = 30 days) of the day the University receives a request for access. Students should submit to the registrar, dean, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

(2) The right to request the amendment of the student's education records that the student believes is inaccurate. Students may ask the University to amend a record that they believe is inaccurate. They should write the University official responsible for the record, clearly identify the part of the record they want changed and specify why it is inaccurate. If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

(3) The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

(4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by a university to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4605

The U.S. Department of Education web site is at <http://www.ed.gov>.