



# AMERICAN COUNCIL OF ACADEMIC PHYSICAL THERAPY

## MOTIONS TEMPLATE

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**PROPOSED BY:** ACAPT Board of Directors

**TITLE:** Adopt Updated Common Terminology in Physical Therapy Education

**MOTION:**

The American Council of Academic Physical Therapy (ACAPT) shall adopt the attached Academy of Physical Therapy Education's (APTE) *Physical Therapy Clinical Education Glossary*

Proviso: If this motion is adopted, the current attached ACAPT *Physical Therapist Clinical Education Glossary* shall be rescinded.

**SUPPORT STATEMENT:**

**Background**

ACAPT charged a panel in 2015 to develop common terminology for physical therapist clinical education in 2015. The results of this work, the creation of a glossary of terms was approved by ACAPT in 2017, and the glossary was published in *PTJ* in 2018. The authors of this article noted in its section on limitations, "A future, similar project should be undertaken for physical therapist assistant clinical education."

The PTAESIG has recently created "The Physical Therapy Clinical Education Glossary," and the ACAPT Board of Directors was informed that this was voted on/approved by APTE at their October 2019 meeting.

Therefore, we now have two terminology documents, the most recent of which is more comprehensive as it includes language relevant to the PTA. The most recent document is more inclusive of *physical therapy education* (both physical therapist and physical therapist assistant) as the heading implies. The ACAPT Board believes that having one terminology document versus two separate documents (one for physical therapist education and one for physical therapist assistant education) will be less confusing to multiple stakeholders within and outside the profession.

**CURRENT POSITION/STANDARD/GUIDELINE/POLICY/PROCEDURE:**

ACAPT does not presently have a position on this issue

**RELATED POSITION/STANDARD/GUIDELINE/POLICY/PROCEDURE:**

There are currently no related positions, standards, guidelines, or policy/procedures on this issue

## Physical Therapy Clinical Education Glossary <sup>a</sup>

**Term** **Definition**

### Clinical Education Infrastructure

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| Clinical education                                   | A formal supervised experiential learning, focused on development and application of patient/client-centered skills and professional behaviors. It is designed so that students gain substantial, relevant clinical experience and skills, engage in contemporary practice, and demonstrate competence before <u>beginning entry level practice</u> . <sup>18,22,23</sup>   |
| Clinical education agreement                         | A formal and legally binding agreement that is negotiated between academic institutions and clinical education sites or individual providers of clinical education that specifies each party's roles, responsibilities, and liabilities relating to student clinical education. <sup>24</sup>   |
| Clinical education curriculum                        | The portion of the physical therapist professional/physical therapist assistant education program that includes all part-time and full-time clinical education experiences as well as the supportive preparatory and administrative components. <sup>24</sup>   |
| Clinical education environment                       | The physical space(s) and/or the structures, policies, procedures, and culture within the clinical education site.  |
| Clinical education experience                        | Experiences that allow students to apply and attain professional/technical knowledge, skills, and behaviors within a variety of environments. Experiences include those of short and long duration (eg, part-time, full-time), provide a variety of learning opportunities, and include physical therapy services for patients/clients across the lifespan and practice settings. Although the emphasis is on the development of patient/client physical therapy skills, experiences also include intraprofessional/interprofessional experiences and non-patient/client service delivery, such as research, teaching, supervision, and administration. Clinical education experiences are a part of the professional/technical curriculum and include formal student assessment. <sup>17,18,21,25</sup>  |
| First full-time clinical education experience        | The first clinical education experience designated to achieve the minimum number of weeks set forth by CAPTE in which a student engages for a minimum of 35 hours per week.   |
| Full-time clinical education experience              | A clinical education experience in which a student is engaged for a minimum of 35 hours per week. Full-time clinical education experiences designated to achieve the minimum number of weeks (for PT)/hours (for PTA) set forth by CAPTE are directed by a physical therapist and where applicable by a physical therapist assistant clinical instructor. <sup>17,21,25</sup> An integrated clinical education experience may be a full-time clinical education experience.   |
| Integrated clinical education (ICE)                  | ICE is a curriculum design model whereby clinical education experiences are purposefully organized within a curriculum. In physical therapist professional/physical therapist assistant education, these experiences are obtained through the exploration of authentic physical therapist/physical therapist assistant roles, responsibilities, and values that occur prior to the terminal full-time clinical education experiences. Integrated experiences are coordinated by the academic program and are driven by learning objectives that are aligned with didactic content delivery across the curricular continuum. These experiences allow students to attain professional/technical behaviors, knowledge, and/or skills within a variety of environments. The supervised experiences also allow for exposure and acquisition across all domains of learning and include student performance assessment. For integrated clinical education experiences to qualify toward the minimum time frame set forth by CAPTE they must be full time and supervised by a physical therapist and where applicable by a physical therapist assistant within a physical therapy workplace environment or practice setting. |
| Intermediate full-time clinical education experience | A clinical education experience designated to achieve the minimum time frame set forth by CAPTE in which a student engages for a minimum of 35 hours per week and returns to the academic program for further completion of the didactic curriculum.  |
| International clinical education experience          | A student education opportunity outside of the country in which the physical therapist professional/physical therapist assistant education program is situated, for which the student obtains clinical education credit. <sup>31</sup> [Note: The abbreviation ICE should not be used to describe an international clinical education experience.]  |

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| Part-time clinical education experience  | A clinical education experience in which a student engages in clinical education for less than 35 hours per week. Part-time experiences vary in length. A part-time clinical education experience may be considered an integrated clinical education experience depending on the design of the experience and the learning objectives.  |
| Terminal full-time clinical education experience                                 | A single, or set of, full-time clinical education experience(s) designated to achieve the minimum time frame set forth by CAPTE that occurs after the student has completed the didactic curriculum of a physical therapist professional /physical therapist assistant education program. Students may return to the academic program for didactic instruction that does not require additional clinical education experiences. The expected outcome of the final, or terminal, experience is entry-level performance.  |
| Collaborative clinical education model   | A clinical education experience in which 2 (or more) physical therapist/physical therapist assistant students are assigned to 1 (or more) preceptor/clinical instructor(s). The students work cooperatively under the preceptor/clinical instructor(s). Examples include 2:1, 2:2, or 3:1 student to preceptor/clinical instructor ratio. Students may be from the same or different programs and may be at the same or different levels of training. <sup>26-29</sup>  |
| Didactic curriculum  | The component of the physical therapist professional /physical therapist assistant education program that is comprised of the content, instruction, learning experiences, and assessment directed by the academic faculty. <sup>18,21</sup>   |
| Internship   | A terminal full-time clinical education experience that provides recompense to participants in accordance with federal labor laws under the Fair Labor Standards Act. <sup>20</sup>   |
| Learning experience  | Any experience that allows or facilitates a change in attitude or behavior. A planned learning experience includes a learner, an objective for the learner, a situation devised to produce a response that contributes to the objective, a response by the student, and reinforcement to encourage the desired response. <sup>18</sup>  |
| Physical therapist / professional physical therapist assistant education program | Education comprised of didactic and clinical education designed to assure that students acquire the professional/technical knowledge, skills, and behaviors required for entry-level physical therapist/physical therapist assistant practice. <sup>18,32</sup>   |
| Physical therapist postprofessional education program                            | Degree- and nondegree-based professional development for the physical therapist to enhance professional knowledge, skills, and abilities beyond entry level. Examples include, but are not limited to, continuing education courses, postprofessional doctoral education programs, certificate programs, residencies, and fellowships. <sup>33 34</sup> [Note: Examples of physical therapist assistant post entry level opportunities include, but are not limited to, continuing education courses, bachelor education programs, certificate programs, and advanced proficiency pathways.]  |
| Fellowship   | A postprofessional planned learning experience comprised of a curriculum encompassing the essential knowledge, skills, and responsibilities of an advanced physical therapist within a defined area of subspecialty practice. A fellowship candidate has either completed a residency program in a related specialty area or is an American Board of Physical Therapy Specialties (ABPTS) board-certified specialist in a related area of specialty. See definition for Defined Area of Practice and Residency and Fellowship Programs. Adopted: June 5, 2018; Revised: February 5, 2019<br><a href="http://www.abptrfe.org/uploadedFiles/ABPTRFEorg/For_Programs/ABPTRFEProcessesAndProcedures.pdf">http://www.abptrfe.org/uploadedFiles/ABPTRFEorg/For_Programs/ABPTRFEProcessesAndProcedures.pdf</a> [Note: This definition will be updated to remain consistent with future revisions to the American Board of Physical Therapy Residency and Fellowship Education (ABPTRFE) Accreditation Handbook.] |
| Residency  | A postprofessional planned learning experience comprised of a curriculum encompassing the essential knowledge, skills, and responsibilities of an advanced physical therapist within a defined area of practice. When board certification exists through the American Board of Physical Therapist Specialties for that specialty, the residency program prepares the physical therapist with the requisite knowledge and skill set needed to pass the certification examination following graduation. See definition for Defined Area of Practice and Residency and Fellowship Programs. Adopted: June 5, 2018; Revised: February 5, 2019<br><a href="http://www.abptrfe.org/uploadedFiles/ABPTRFEorg/For_Programs/ABPTRFEProcessesAndProcedures.pdf">http://www.abptrfe.org/uploadedFiles/ABPTRFEorg/For_Programs/ABPTRFEProcessesAndProcedures.pdf</a> [Note: This definition will be updated to remain consistent with future revisions to the ABPTRFE Accreditation Handbook.]                        |

## Clinical Education Stakeholders

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| Academic faculty  | Educators and scholars within the academic institution dedicated to preparing students with the skills and aptitudes needed to practice physical therapy.  |
| Academic institution                                    | University or college through which an academic degree is granted. <sup>24</sup>   |
| Clinical education consortia                            | National and regional groups that include academic and clinical education faculty for the purpose of sharing resources, ideas, and efforts. <sup>27</sup>  |
| Clinical education faculty                              | The individuals engaged in providing the clinical education components of the curriculum, generally referred to as either site coordinators of clinical education (SCCEs), preceptors, or clinical Instructors. Although the academic institution does not usually employ these individuals, they do agree to certain standards of behavior through contractual arrangements for their services. <sup>25</sup>   |
| Clinical education site                                 | A health service delivery agency or other setting in which clinical education experiences are provided for physical therapist/physical therapist assistant students. The clinical education site may be, but is not limited to, a hospital, agency, clinic, office, school, or home that is affiliated with the education program(s) through a contractual agreement. <sup>18,24</sup>   |
| Clinical instructor (CI)                                | The physical therapist/physical therapist assistant responsible for the physical therapist/physical therapist assistant student and for directly instructing, guiding, supervising, and formally assessing the student during the clinical education experience. When engaged in full-time clinical education designated to meet the minimum time frame set forth by CAPTE, the clinical instructor must be a licensed physical therapist or, where applicable by a physical therapist assistant with a minimum of one year of full-time (or equivalent) post-licensure clinical experience. <sup>24</sup> |
| Director of clinical education (DCE)                    | Academic faculty member who is responsible for planning, directing, and evaluating the clinical education program for the academic institution, including facilitating clinical site and clinical faculty development. <sup>32,34</sup> [Note: the title Academic Coordinator of Clinical Education (ACCE) may still be utilized by some physical therapy education programs. The title Director of Clinical Education (DCE) is the preferred title for academic institutions to utilize when able.]   |
| Physical therapist/physical therapist assistant student | Student enrolled in a CAPTE-accredited or CAPTE-approved developing physical therapist professional /physical therapist assistant education program. Students should not be referred to as “physical therapy/physical therapy assistant students.”   |
| Preceptor   | An individual who provides short-term specialized instruction, guidance, and supervision for the physical therapist/physical therapist assistant student during a clinical education experience. This individual may or may not be a physical therapist/physical therapist assistant as permitted by law.  |
| Site coordinator of clinical education (SCCE)           | A professional who administers, manages, and coordinates clinical assignments and learning activities for students during their clinical education experience. In addition, this person determines the readiness of people to serve as preceptors and clinical instructors for students, supervises preceptors and clinical instructors in the delivery of clinical education experiences, communicates with the academic program regarding student performance, and provides essential information to academic programs. <sup>24,35</sup>   |

## Clinical Education Assessment

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| Clinical performance assessment                             | Formal and informal processes designed to appraise physical therapist /physical therapist assistant student performance during clinical education experiences. Assessment may be formative or summative in nature and performed for the purposes of providing feedback, improving learning, revising learning experiences, and determining successful attainment of student performance expectations during clinical education experiences. <sup>18,36,37</sup> |
| Clinical performance evaluation tool                        | A valid, reliable, and multidimensional clinical performance assessment tool utilized to determine if, and how well, a student meets established objectives during clinical education experiences. <sup>24,38–40</sup>  |
| Entry-level physical therapist/physical therapist assistant | Performance that demonstrates knowledge, skills, and behaviors consistent with effective, efficient, and safe patient/client management to achieve optimal outcomes. <sup>38</sup>  |

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|----------------------|---|
| clinical performance |   |
| Supervision          | Guidance and direction provided to a physical therapist/physical therapist assistant student by the preceptor or clinical instructor. This varies based on the complexity of the patient/client or environment, jurisdiction and payer rules and regulations, and abilities of the physical therapist/physical therapist assistant student. <sup>27</sup> |

a This glossary of terms was developed for Physical Therapist Assistant education programs as a parallel but separate document derived from the Physical Therapist Clinical Education Glossary researched, developed and disseminated by the American Council for Academic Physical Therapy (ACAPT). Erickson M, Birkmeier M, Booth M, et al. Recommendations from the Common Terminology Panel of the American Council of Academic Physical Therapy. *Phys Ther.* 2018;98:754–762.

The PTA Educator's Special Interest Group and the Clinical Education Terminology Task Force would like to acknowledge the time, effort and resources allocated by the Academic Council of Physical Therapy Education to create, validate, and publish the Physical Therapist Clinical Education Glossary. As physical therapist assistant educators, we are sincerely grateful for this work and the opportunity to collaborate with the ACAPT Common Terminology Panel on creating terminology for physical therapist assistant clinical education.

ACAPT Recommendations on Common Terminology  
September 2018 Volume 98 Number 9 Physical Therapy \_ 761  
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# AMERICAN COUNCIL OF ACADEMIC PHYSICAL THERAPY

## PHYSICAL THERAPIST CLINICAL EDUCATION GLOSSARY

This glossary of terms was developed after a review of the physical therapy literature, extensive discussion and debate by the ACAPT Common Terminology Panel, and engagement of key stakeholders within the physical therapy clinical education community.

The Glossary is divided into major categories and, as applicable, definitions are referenced.

### CLINICAL EDUCATION INFRASTRUCTURE

***Clinical education*** A formal supervised experiential learning, focused on development and application of patient/client-centered skills and professional behaviors. It is designed so that students gain substantial, relevant clinical experience and skills, engage in contemporary practice, and demonstrate competence before beginning independent practice.<sup>1-3</sup>

***Clinical education agreement*** A formal and legally binding agreement that is negotiated between academic institutions and clinical education sites or individual providers of clinical education that specifies each party's roles, responsibilities, and liabilities relating to student clinical education.<sup>4</sup>

***Clinical education curriculum*** The portion of a physical therapy education program that includes all part-time and full-time clinical education experiences as well as the supportive preparatory and administrative components.<sup>4</sup>

***Clinical education experience*** Experiences that allow students to apply and attain professional knowledge, skills, and behaviors within a variety of environments. Experiences include those of short and long duration (e.g., part-time, full-time), provide a variety of learning opportunities, and include physical therapy services for patients/clients across the lifespan and practice settings. While the emphasis is on the development of patient/client physical therapy skills, experiences may also include inter-professional experiences and non-patient/client service delivery such as research, teaching, supervision, and administration. Clinical education experiences are a part of the professional curriculum and include formal student assessment.<sup>5-8</sup>

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| <b><i>Collaborative clinical education model</i></b>        | A clinical education experience in which two (or more) physical therapist students are assigned to one (or more) preceptor/clinical instructor(s). The students work cooperatively under the preceptor/clinical instructor(s). Examples include 2:1, 2:2, 3:1, etc. student to preceptor/clinical instructor ratio. Students may be from the same or different programs and may be at the same or different levels of training. <sup>9-11</sup>  |
| <b><i>Didactic curriculum</i></b>                           | The component of the physical therapist professional education program that is comprised of the content, instruction, learning experiences, and assessment directed by the academic faculty. <sup>3,12,13</sup>  |
| <b><i>Fellowship</i></b>                                    | A postprofessional planned learning experience in a focused advanced area of practice. Similar to the medical model, a fellowship is a structured educational experience (both didactic and clinical) for physical therapists which combines opportunities for ongoing mentoring with a theoretical basis for advanced practice and scientific inquiry in a defined area of subspecialization beyond that of a defined specialty area of practice. A fellowship candidate has either completed a residency program in a related specialty area or is a board-certified specialist in the related area of specialty. Fellowship training is not appropriate for new physical therapy graduates. <sup>14</sup><br>( <a href="http://www.abptrfe.org/uploadedFiles/ABPTRFEorg/For_Programs/Apply/ABPTRFE_CredentialingHandbook.pdf">http://www.abptrfe.org/uploadedFiles/ABPTRFEorg/For_Programs/Apply/ABPTRFE_CredentialingHandbook.pdf</a> )<br>[Note: This definition will be updated to remain consistent with future revisions to the ABPTRFE Accreditation Handbook.] |
| <b><i>Full-time clinical education experience</i></b>       | A clinical education experience in which a student is engaged for a minimum of 35 hours per week. Full-time clinical education experiences designated to achieve the minimum number of weeks set forth by CAPTE are directed by a physical therapist clinical instructor. <sup>5,7</sup> An integrated clinical education experience may be a full-time clinical education experience.   |
| <b>First full-time clinical education experience</b>        | The first clinical education experience designated to achieve the minimum number of weeks set forth by CAPTE in which a student engages for a minimum of 35 hours per week.  |
| <b>Intermediate full-time clinical education experience</b> | A clinical education experience designated to achieve the minimum number of weeks set forth by CAPTE in which a student engages for a minimum of 35 hours per week and returns to the academic program for further completion of the didactic curriculum.  |
| <b>Terminal full-time clinical education experience</b>     | A single, or set of, full-time clinical education experience(s) designated to achieve the minimum number of weeks set forth by CAPTE that occurs after the student has completed the didactic curriculum of a physical therapist professional education program. Students may return to the  |

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academic program for didactic instruction that does not require additional clinical education experiences. The expected outcome of the final, or last terminal experience is entry-level performance.<sup>7</sup>

***Integrated clinical education***

Integrated clinical education is a curriculum design model whereby clinical education experiences are purposively organized within a curriculum. In physical therapist education, these experiences are obtained through the exploration of authentic physical therapist roles, responsibilities and values that occur prior to the terminal full time clinical education experiences.

Integrated experiences are coordinated by the academic program and are driven by learning objectives that are aligned with didactic content delivery across the curricular continuum. These experiences allow students to attain professional behaviors, knowledge and/or skills within a variety of environments. The supervised experiences also allow for exposure and acquisition across all domains of learning and include student performance assessment.

For integrated clinical education experiences to qualify towards the minimum number of full-time clinical education weeks required by accreditation (CAPTE) standards, it must be full time and supervised by a physical therapist within a physical therapy workplace environment or practice setting.

ICE=Integrated Clinical Education

***International clinical education experiences***

A student educational opportunity outside of the country in which the physical therapist education program is situated, for which the student obtains clinical education credit.<sup>7,15</sup> [Note: The abbreviation ICE should not be used to describe an international clinical education experience.]

***Internship***

A terminal full-time clinical education experience that provides recompense to participants in accordance with federal labor laws under the Fair Labor Standards Act.<sup>16</sup>

***Learning experience***

Any experience which allows or facilitates a change in attitude or behavior. A planned learning experience includes a learner, an objective for the learner, a situation devised to produce a response that contributes to the objective, a response by the student, and reinforcement to encourage the desired response.<sup>3</sup>

***Part-time clinical education experience***

A clinical education experience in which a student engages in clinical education for less than 35 hours per week. Part-time experiences vary in length. A part-time clinical education experience may be considered an

integrated clinical education experience depending on the design of the experience and the learning objectives.<sup>7,17</sup>

***Physical therapist professional education program***

Education comprised of didactic and clinical education designed to assure that students acquire the professional knowledge, skills, and behaviors required for entry-level physical therapist practice.<sup>3,18,19</sup>

***Physical therapist post-professional education program***

Degree and non-degree based professional development for the physical therapist to enhance professional knowledge, skills, and abilities beyond entry level. Examples include, but are not limited to, continuing education courses, post-professional doctoral education programs, certificate programs, residencies, and fellowships.<sup>19</sup>

***Residency***

A postprofessional planned learning experience in a focused area of practice. Similar to the medical model, a residency program is a structured educational experience (both didactic and clinical) for physical therapists following entry-level education and licensure that is designed to significantly advance the physical therapist's knowledge, skills, and attributes in a specific area of practice (i.e. Cardiovascular/Pulmonary, Faculty, Orthopedics, Sports, Pediatrics, etc). It combines opportunities for ongoing mentoring, with a theoretical basis for advanced practice and scientific inquiry based on a Description of Specialty Practice (see definition), Description of Residency Practice (see definition), or valid analysis of practice/comprehensive needs assessment for that specific area of practice. When board certification exists through ABPTS for that specialty, the residency training prepares the physical therapist to pass the certification examination following graduation. A residency candidate must be licensed as a physical therapist in the State where the program is located/clinical training will occur prior to entry into the program. Neither "residency" nor "fellowship" is synonymous with the terms "internship."<sup>14</sup> ([http://www.abptrfe.org/uploadedFiles/ABPTRFEorg/For\\_Programs/Apply/ABPTRFE\\_CredentialingHandbook.pdf](http://www.abptrfe.org/uploadedFiles/ABPTRFEorg/For_Programs/Apply/ABPTRFE_CredentialingHandbook.pdf))  
[Note: This definition will be updated to remain consistent with future revisions to the ABPTRFE Accreditation Handbook.]

**CLINICAL EDUCATION SITES**

***Clinical education site***

A health service delivery agency or other setting in which clinical education experiences are provided for physical therapist students. The clinical education site may be, but is not limited to, a hospital, agency, clinic, office, school, or home and is affiliated with the educational program(s) through a contractual agreement.<sup>3,4</sup>

***Clinical education environment***

The physical space(s), and/or the structures, policies, procedures, and culture, within the clinical education site.

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## CLINICAL EDUCATION STAKEHOLDERS

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| <b><i>Academic faculty</i></b>                              | Educators and scholars within the academic institution dedicated to preparing students with the skills and aptitudes needed to practice physical therapy. <sup>20</sup>   |
| <b><i>Academic institution</i></b>                          | University or college through which an academic degree is granted. <sup>4</sup>   |
| <b><i>Clinical education consortia</i></b>                  | National and regional groups that include academic and clinical education faculty for the purpose of sharing resources, ideas, and efforts. <sup>4</sup>  |
| <b><i>Clinical education faculty</i></b>                    | The individuals engaged in providing the clinical education components of the curriculum, generally referred to as either Site Coordinators of Clinical Education (SCCEs), preceptors, or clinical Instructors. While the academic institution does not usually employ these individuals, they do agree to certain standards of behavior through contractual arrangements for their services. <sup>7</sup>  |
| <b><i>Clinical instructor (CI)</i></b>                      | The physical therapist responsible for the physical therapist student and for directly instructing, guiding, supervising, and formally assessing the student during the clinical education experience. When engaged in full-time clinical education designated to meet the minimum number of weeks required by CAPTE, the clinical instructor must be a licensed physical therapist with a minimum of one year of full time (or equivalent) post-licensure clinical experience. <sup>4,21,22</sup>  |
| <b><i>Director of Clinical Education (DCE)</i></b>          | Academic faculty member who is responsible for planning, directing and evaluating the clinical education program for the academic institution, including facilitating clinical site and clinical faculty development. <sup>21,23,24</sup>   |
| <b><i>Physical therapist student</i></b>                    | Student enrolled in a CAPTE-accredited or approved developing physical therapist professional education program. Students should not be referred to as a physical therapy student.  |
| <b><i>Preceptor</i></b>                                     | An individual who provides short-term specialized instruction, guidance, and supervision for the physical therapist student during a clinical education experience. This individual may or may not be a physical therapist as permitted by law.   |
| <b><i>Site Coordinator of Clinical Education (SCCE)</i></b> | A professional who administers, manages, and coordinates clinical assignments and learning activities for students during their clinical education experience. In addition, this person determines the readiness of persons to serve as preceptors and clinical instructors for students, supervises preceptors and clinical instructors in the delivery of clinical education experiences, communicates with the academic program regarding student performance, and provides essential information to academic programs. <sup>4,21,25</sup> |

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## CLINICAL EDUCATION ASSESSMENT

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| <b><i>Clinical performance assessment</i></b>                     | Formal and informal processes designed to appraise physical therapist student performance during clinical education experiences. Assessment may be formative or summative in nature and performed for the purposes of providing feedback, improving learning, revising learning experiences, and determining successful attainment of student performance expectations during clinical education experiences. <sup>3,21,26,27</sup> |
| <b><i>Clinical performance evaluation tool</i></b>                | A valid, reliable, and multidimensional clinical performance assessment tool utilized to determine if, and how well, a student meets established objectives during clinical education experiences. <sup>4,28,29,30</sup>  |
| <b><i>Entry-level physical therapist clinical performance</i></b> | Performance that demonstrates knowledge, skills, and behaviors consistent with effective, efficient, and safe patient/client management to achieve optimal outcomes. <sup>21,28</sup>   |
| <b><i>Supervision</i></b>   | Guidance and direction provided to a physical therapist student by the preceptor or clinical instructor. This varies based on the complexity of the patient/client or environment; jurisdiction and payer rules and regulations; and abilities of the physical therapist student. <sup>4,21,28</sup>  |

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