

**The University of Findlay
Doctor of Physical Therapy Program
COVID-19 and Clinical Education Recommendations**

The Doctor of Physical Therapy Program at The University of Findlay recognizes the unique and unprecedented challenges caused by the COVID-19 pandemic faced by our clinical partners. We also recognize our responsibility to continue to advance the training and education of the workforce of tomorrow. Although CAPTE has provided some flexibility to clinical education expectations and duration, there is still a fundamental need to provide sufficient opportunity for students to practice, apply and demonstrate competency of entry-level performance skills prior to graduation.

In an effort to preserve clinical education learning opportunities for our students, the program has identified the following actions and student expectations to support our clinical partners. We know that guidelines may change as we continue to navigate the impact of the pandemic. We will remain in communication throughout the clinical experiences and encourage you to contact us if you have any thoughts, questions, concerns, or suggestions. We are in this together to continue to grow our profession and maintain high academic and professional standards.

COVID-19 SPECIFIC TRAINING

- Students will have completed annual OSHA training and physician clearance.
- Students will complete eLearning courses on the APTA's Learning Center specific to the Post-Acute COVID-19 Exercise and Rehabilitation (PACER) Project. Students will complete the following two courses in addition to any patient population or setting-specific (i.e. Pediatrics or Neurological Considerations) courses related to their clinical experience. Resources are listed below.
 - PACER Series: COVID-19 Specific Considerations
 - PACER Series: Geriatric Considerations: COVID-19
- If student will be participating in services delivered via telehealth, then they will be encouraged to view the APTA telehealth resources. Link is listed in the resource section.

SELF-REPORTING ILLNESS

- Students will be expected to IMMEDIATELY self-report signs or symptoms of illness. Student should notify the program Director of Clinical Education (DCE), the Clinical Instructor, and the site Employee Health (or Rehab Supervisor if appropriate).
- Per CDC guidelines (<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>) as of 1/6/2021), COVID-19 symptoms to be monitored and reported include:
 - Fever or chills
 - Cough
 - Shortness of breath or difficulty breathing
 - Fatigue
 - Muscle or body aches
 - Headache

- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea
- Exposure: If student is informed that they were exposed to someone who tests positive to COVID-19 at any time during the clinical experience, either in or out of the facility, the student will immediately contact DCE, clinical instructor, and site coordinator.
- Testing considerations: If a student requires testing to be “cleared” to begin a clinical experience or because they present with symptoms, they will first seek options through their primary care provider, city- or state-sponsored testing, or university testing if available. If a student requires testing due to exposure during patient care, then the DCE will discuss testing options with the clinical partner.
- Mental health concerns: Students are to be reminded frequently that a variety of options are offered through university services to help monitor and support the emotional and mental health of our students. <https://www.findlay.edu/offices/student-affairs/counseling/> A emotional resilience video is posted for both Clinical Instructors and Students to view at the web link: <https://www.findlay.edu/health-professions/physical-therapy/resources>
- Insurance: While on clinical rotations, students maintain personal health insurance and the school maintains professional liability insurance. At this time, there is no indication for a change in this original policy.

SOCIAL DISTANCING

- Students will be expected to social distance in facilities when appropriate and follow state/site-specific guidelines on management of space and patient care
- Students will also be expected to limit travel and high-exposure activities when not in the clinic to minimize transmission risk
- If a student travels out of state while on a clinical experience, they will report plans and destinations to clinical instructor prior to travel. Specific quarantine guidelines of that state/site are to be followed.

SITE-SPECIFIC DETERMINATIONS

- Students will follow site-specific guidance on what specific PPE should be worn when engaged in patient care and during time in the clinic. Sites are expected to provide appropriate PPE for patient care, although students may be required to bring a reusable mask if necessary.
- It is recognized that there is an ongoing struggle with the PPE supply chain and there may be a need to preserve available PPE. This may result in limitations placed on specific patient populations that a student may treat (such as patients on isolation for COVID-19 and non-COVID-19 causes).
- Students are NOT fit-tested for N-95 masks by the university. Therefore, in order for students to engage in patient care where the patient is on airborne precautions requiring an N-95 mask; an N-95 mask and fit testing must be provided by the clinical site or appropriate site.
- Students will be compliant with temperature checks & screens upon clinical site entry as indicated.
- The student may be asked to keep a list of patients treated if contact tracing is later needed.
- If traveling from out-of-state for a clinical experience, the student will seek guidance by the site coordinator if they are expected to self-quarantine for a period of time (typically 10 -14-days) prior to starting clinical experience.

STUDENT EXPECTATIONS

- Student are expected to demonstrate Professional Behaviors as defined by the APTA at all times. However, when dealing with challenges caused by the current pandemic, it is particularly important to recognize the need for the following student behaviors:
 - Flexibility- Plans (e.g., settings, dates) made for clinical experiences may change abruptly and without warning. Likewise, policies and requirements for our clinical partners are continuously evolving based on new information and data. We must be flexible and adaptable to these changes.
 - Respect- Our clinical partners are facing unique and unprecedented challenges, and we must be respectful and aware of those challenges.
 - Open-mind- Students are expected to be open and adaptable to alternative learning experiences (which may include multiple clinical instructors, multiple students, simulations, etc.)
 - Critical Thinking - Students are encouraged to actively engage in how our profession addresses and identifies solutions to new problems. For example, older individuals may be HOH. Due to the use of masks, students may have to use alternative ways of communicating, as allowed by the clinical site. (e.g., written instructions, whiteboard)
 - Emotional Resilience – During these challenging times, students are reminded to keep in check their own emotional resilience.

ADDITIONAL RESOURCES

The University of Findlay

Emotional Resilience and the Anxious Student videotape

- <https://www.findlay.edu/health-professions/physical-therapy/resources>

Safety Alerts at The University of Findlay

- <https://www.findlay.edu/offices/student-affairs/safety-security/health-alerts>

Academy of Acute Care PT

- <https://www.acutept.org/page/COVID19>

Academy of Physical Therapy Education COVID-19 resources

- <https://aptaeducation.org/members/covid-19-physical-therapy-education.cfm#>

American Council of Academic Physical Therapy (ACAPT) COVID-19 resources

- <https://acapt.org/covid19-response>

American Physical Therapy Association Resources (APTA) CORONAVIRUS (COVID-19)

- <http://www.apta.org/coronavirus/>

CAPTE COVID-19 Response

- Commission on Accreditation in Physical Therapy Education COVID-19 response:
<http://www.capteonline.org/uploadedFiles/CAPTEorg/Homepage/CAPTEResponsetoCOVID19.pdf>

CDC COVID-19

- Centers for Disease Control and Prevention: <https://www.cdc.gov/coronavirus/2019-ncov/index.html>

COVID-19 Testing

- <https://www.cdc.gov/coronavirus/2019-ncov/testing/index.html>

COVID-19 Training Resources

APTA Learning Center (<https://learningcenter.apta.org/default.aspx>) – watch for additional resources

- o Acute Care PT & COVID Part 1 & 2
- o COVID-19: Clinical Best Practices in PT Management
- o COVID-19: Minimizing the Impact of Social Distancing for the Older Adult
- o Overview of Prone Positioning: Why it Works and Lessons Learned
- o Physical Therapy Consideration for Inpatient Rehab with COVID-19
- o Managing Your Practice Through the Pandemic - Next Steps
- o PACER Series:
 - Cardiovascular & Pulmonary Examination
 - COVID-19 Specific Considerations
 - Geriatric Considerations: COVID-19
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 - Pediatric Considerations
 - Pulmonary Rehabilitation
 - Home Health Considerations
 - Vital Signs, Oxygen and Exercise Prescription, How are These Impacted by COVID-19
- o PT Considerations of COVID-19 in the Post-Acute Setting
- o PT Considerations of Neurologic Presentations in COVID-19
- o Physiotherapy Virtual Cardiorespiratory ICU Update
- o Tips on Drips - Integrating ICU Pharmacology into PT Practice
- o Arterial Blood Gasses
- o Putting the Value Back in Lab Results
- o Topics, Discussions, and Resources for Beyond COVID-19 World (Part 1)

Curricular Resources

- Pabian PS, Dyson J, Levin C. Physical Therapist Productivity Using a Collaborative Clinical Education Model Within an Acute Care Setting: A Longitudinal Study. *Phys Ther.* 2017;31(2):11-17.
- Rindfleisch AB, Dunfee HJ, Cieslak KR, Eischen SL, Trenary T, Calley DQ, Heinle DK. (2009). Collaborative model of clinical education in physical and occupational therapy at the Mayo Clinic. *J of Allied Health*, 38(3), 132-142.

Health Considerations

- CDC: Healthcare Professionals (<https://www.cdc.gov/coronavirus/2019-nCoV/hcp/index.html>)
- CDC: People Who Need Extra Precautions (<https://www.cdc.gov/coronavirus/2019-ncov/need-extraprecautions/index.html>)
- CDC - Symptoms of Coronavirus (<https://www.cdc.gov/coronavirus/2019-ncov/symptomstesting/symptoms.html>)

Mental Health Resources

- Shanafelt T, Ripp J, Trockel M. Understanding and Addressing Sources of Anxiety Among Health Care Professionals During the COVID-19 Pandemic. *JAMA*. Published online April 07, 2020. doi:10.1001/jama.2020.5893
- US CDC Mental Health and Coping During COVID-19 (<https://bit.ly/2QPetzY>)
- American Psychiatric Association Coronavirus & Mental Health: Taking Care of Ourselves During Infectious Disease Outbreaks Article (<https://bit.ly/2WIXjYy>)
- Harvard Business Publishing Education Educators, It's Time to Put on Your Compassion Hats (<https://hbsp.harvard.edu/inspiring-minds/educators-its-time-toput-on-your-compassion-hats>)
- Harvard Business Review Article "How to Reassure Your Team When the News is Scary" article on tips for communicating as leadership during uncertain times (<https://bit.ly/33MIAxm>)

Personal Protective Equipment

- CDC: Optimize PPE Supply (<https://www.cdc.gov/coronavirus/2019-ncov/hcp/ppe-strategy/index.html>)
- Rush University Medical Center PPE for COVID-19 Care (<https://youtu.be/84CydmuHXD8>)
- Sunnybrook Hospital Novel pathogens: donning & doffing PPE for aerosol-generating procedures (<https://www.youtube.com/watch?v=syh5UnC6G2k>)

Quarantine Guidelines

- CDC: Coronavirus and Travel in US (<https://www.cdc.gov/coronavirus/2019-ncov/travelers/travel-in-theus.html>)
- Social Distancing Measures - State by State (https://www.kff.org/health-costs/issue-brief/state-data-andpolicy-actions-to-addresscoronavirus/?gclid=EAlalQobChMI862JwbKq6QIV1eDlCh2lgAnNEAAYASAAEgIsCPD_BwE#social-distancing)
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Telehealth Resources

- APTA The Learning Center (<https://learningcenter.apta.org/default.aspx>)
 - o Digital Telehealth Practice - Connect for Best Practice, Compliance, & Healthcare
 - o HIPAA & Telehealth
 - o Implementing Telehealth in Your Practice STAT: Practical Guidance from Experienced Telehealth PTs
 - o Increasing PT Acceptance of Telehealth
 - o Medicare Telehealth Update During COVID-19 Public Health Emergency
 - o Moving Forward with Telehealth in PT
- Payer-specific resources (disclaimer: only in effect during current Pandemic; up to date resources must be obtained directly from source)
 - o Aetna <https://www.apta.org/PTinMotion/News/2020/04/02/AetnaTelehealthCOVID/> and https://www.aetna.com/health-care-professionals/provider-education-manuals/covidfaq/telemedicine.html#acc_link_content_section_responsivegrid_copy_responsivegrid_accordion_639178852_1
 - o BC/BS Anthem <https://anthempc-attachments-prod.s3.us-west-2.amazonaws.com/pdf/articles/Information%20from%20Anthem%20for%20Ca...%20-%20ga4382.pdf>
 - o Cigna <https://www.cigna.com/newsroom/news-releases/2020/cigna-takes-additional-actions-to-protect-customers-and-communities-against-covid-19>
 - o Humana <https://press.humana.com/press-release/current-releases/humana-takes-steps-caremembers-response-coronavirus>
 - o Medicare / Medicaid <https://www.apta.org/PTinMotion/News/2020/4/30/CMSOpensTelehealth/>
 - o United Health Care <https://www.uhcprovider.com/en/resource-library/news/Novel-CoronavirusCOVID-19/covid19-telehealth-services/covid19-telehealth-pt-ot-st.html>
- Other telehealth resources:
 - o State by state telehealth and practice closure mandates https://www.fsbpt.org/Portals/0/documents/newsevents/Jurisdiction_Telehealth_LawsGuidance_for_PT_s_and_PTAs.pdf?fbclid=IwAR0oVQlu8NFlaYJERpCuyLSr4UXF228oYummQG72Wj251oWL53TzMIxyPb
 - o State by State Parity Laws for Telehealth and PT <http://legacy.americantelemed.org/policy-page/statepolicy-resource-center>
 - o FAQs on Telehealth for PTs <https://ppsapta.org/userfiles/File/Telehealth%20FAQ.pdf>

World Confederation for PT, COVID-19

Clinical Best Practices in Physical Therapy Management <https://www.wcpt.org/ipt-hope/covid-19>