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Pilot Study to Investigate the Influence of the Timing of Student Clinical Experiences and Student Characteristics in the Hiring of New Graduates

Kjersten Skjold
University of North Dakota

Allison Vosgerau
University of North Dakota

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**PILOT STUDY TO INVESTIGATE THE INFLUENCE OF THE TIMING OF STUDENT
CLINICAL EXPERIENCES AND STUDENT CHARACTERISTICS IN THE HIRING
OF NEW GRADUATES**

by

Kjersten Skjold

Bachelor of Science in Exercise Science
Cornerstone University, 2010

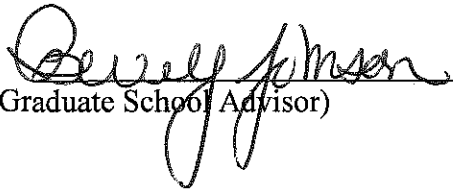
Allison Vosgerau

Bachelor of Science in Psychology
University of North Dakota, 2009


A Scholarly Project
Submitted to the Graduate Faculty of the
Department of Physical Therapy
School of Medicine and Health Science
University of North Dakota
in partial fulfillment of the requirements
for the degree of
Doctor of Physical Therapy

Grand Forks, North Dakota
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This Scholarly Project, submitted by Kjersten Skjold and Allison Vosgerau in partial fulfillment of the requirements for the Degree of Doctor of Physical Therapy from the University of North Dakota, has been read by the Advisor and Chairperson of Physical Therapy under whom the work has been done and is hereby approved.



(Graduate School Advisor)



(Chairperson, Physical Therapy)

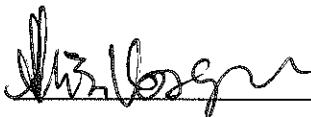
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Title Pilot Study to Investigate the Influence of the Timing of Student Clinical Experiences and Student Characteristics in the Hiring of New Graduates

Department Physical Therapy

Degree Doctor of Physical Therapy

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ABSTRACT

Background and Purpose: Clinical experiences provide the student with the opportunity to practice technical skills as well as soft skills. This opportunity may benefit the student in future employment at the clinical facility. As the clinical experiences are at various time periods throughout the coursework, many students feel that the later sessions of clinical experiences may be more beneficial in employment opportunities upon graduation. Students also feel that grade point average plays an important role in potential employment opportunities.

Methods: A survey was developed to identify the influence clinical experience session times and student characteristics that support future employment with the clinical site. The survey was sent to 148 potential participants from 20 different states. Scores were tabulated from the survey; age, gender and practice setting were cross-tabulated with overall results to determine any trends in responses.

Participants: Sixty-six clinical instructors, CCCE's and clinic managers from sixteen different states responded to the survey. The participants were from various physical therapy clinics including, pediatric, inpatient acute, inpatient rehab, outpatient ambulatory care, home health, rural and private practice. There were 20 (31.7%) males and 43 (68.3%) females who participated in the survey.

Results: There were no differences in responses about the timing of clinical experiences and the influence on future employment with the facility. Both clinical experience sessions (midway or later in the program) provide an equal opportunity for future employment with the clinical site. Grade point average was not an important factor when considering a recent graduate for employment. Personality traits or soft skills, play an important role in considering a recent graduate for employment with clinical experience site. Communication, interpersonal skills and

professionalism are the most important soft skills a recent graduate can obtain to support future employment opportunities.

Discussion: Evidence from this study can support current physical therapy students and other healthcare professional students in the decision-making aspects of clinical experiences with the intent of future employment at clinical experience facility. Also, physical therapy students will be better informed about the importance of enhancing soft skills during physical therapy coursework to provide increased employment opportunities.

CHAPTER I

BACKGROUND AND PURPOSE

Clinical experiences are the capstone to physical therapy education applying clinical and professional skills in real life situations. Clinical experiences give health professional students the opportunity for hands on learning. Health professional students participating in clinical experience are able to enhance and refine their skills prior to joining the workforce through hands-on learning. The length, duration and timing in the educational curriculum differ between schools and also between each specific health professional programs, such as physical therapy and occupational therapy. Sometimes the clinical experiences are at the end of the student's educational program or sometimes the clinical experiences are integrated throughout the educational curriculum with a component upon completion of the program. However, there is no proven method as to which clinical experience process is most successful. The bottom line is that clinical experiences are extremely beneficial to the student in multiple ways. Physical therapy students at the University of North Dakota have the opportunity to complete four full-time clinical experiences. Two of these experiences occur midway through the program following the first full year of classroom education and the third and fourth experience occur following the completion of classroom education. Often students select clinical experiences under the assumption that their final clinical experiences are more important in professional development and career opportunities as opposed to their initial clinical experiences.

While there is some information regarding the characteristics that employers seek in new physical therapy hires, there is no clear information regarding the influence of clinical experiences as a student on his or her chance of being hired at the facility of choice. Based on the limited amount of evidence, this study is investigating the main characteristics that physical therapy department managers consider when hiring new physical therapy graduates and if the completion of an early or late clinical experience at their facility influences the process.

The purpose of this study is to expand on the information that currently exists regarding what characteristics employers seek in entry-level physical therapists and to investigate whether or not the timing of the completed clinical experience, early or late in the curriculum, influences the likelihood of being employed within the organization.

CHAPTER II

REVIEW OF LITERATURE

Potential employers often look for certain characteristics other than grade point average when seeking out potential physical therapists for hire. These characteristics termed “generic abilities” by May et al¹¹ have become some of the most important aspects of the physical therapist that are considered in the hiring process. The generic abilities May identified are commitment to learning, interpersonal skills, communications skills, use of time and resources, use of constructive feedback, problem solving, professionalism, responsibility, critical thinking and stress management. Physical therapy students often do not realize that these generic abilities are equally as important as having a strong educational background. Stumbo, Thiele and York¹⁴ hypothesized that there would be a difference in ranking of generic abilities between two generations of physical therapists, “baby boomers” and “generation X”. Although, these two generations have experienced different lifestyles that have impacted their views on patient care, there was no significant difference between the two generations; both generations identified similar rank of importance for the generic abilities. However, Stumbo, Thiele and York¹⁴ did identify a difference between the current study of generic abilities rank order and the prior study from May et al¹¹. Currently, critical thinking and problem solving have become the most important generic abilities for physical therapists entering the workforce.¹⁴ May et al identified commitment to learning and interpersonal skills as most important characteristics for physical therapists¹¹.

Clinical experiences assist the physical therapy student in enhancing knowledge and skills learned through classroom education. The clinical experiences allow the student to synthesize and apply classroom education to work in the clinic. The hands-on learning that clinical experiences provide support the student in transitioning to the professional role. Clinical instructors assist in identifying the student's capabilities prior to entering the physical therapy workforce at the end of his or her clinical experiences. Jette et al⁶ identified those qualities that clinical instructors use to categorize a student as entry-level. Seven attributes were recognized by clinical instructors as influencing their decision making of entry-level. These seven attributes (knowledge, clinical skills, safety, clinical decision making, self-directed learning, interpersonal communication and professionalism) parallel the generic abilities put forth by May et al¹¹. Jette et al⁶ and May et al¹¹ provide students with the idea that becoming a physical therapist is not only about education, but also about the interpersonal abilities one possess.

Upon reviewing literature, there is a lack of research regarding what employers seek when hiring physical therapy graduates. Mathwig et al¹⁰ most closely resembles the purpose and design of this study. Mathwig investigated the selection criteria of physical therapy employers when hiring entry-level physical therapists in New York. A survey was developed and sent to 320 managers of physical therapy departments. This study found that the three most important criteria for the hiring of a recent physical therapy graduate were good written/verbal communication skills, strong professional and time management skills, and clinical experience in this specific type of setting. Other criteria ranked highly were APTA membership and specific PT program of completed education, especially for the private practice setting. Ambulatory care ranked highly the completion of a master's degree and females ranked letters of recommendation higher than their male counterparts.

Other health care professions have explored these topics as well. A study by Mulholland and Derdall¹² in 2004 explored what employers seek when hiring occupational therapists. Using a survey, the study was divided into two main components. The first focused on characteristics specific to experienced occupational therapists during the hiring process. The second component identified characteristics of new occupational therapy graduates when considered for employment. Overall, the survey revealed the five most frequently mentioned characteristics when hiring experienced occupational therapists as level of experience, team skills, practice skills and abilities, communication, and interpersonal skills. Mulholland and Derdall¹² also indicated that for new graduates that most frequent responses included acknowledgement of differences between new occupational therapists and experienced occupational therapists, willingness to learn, fieldwork placements, willingness to seek help, and ability to work independently.

Contrary to the belief by many physical therapy students, a study published in the physical therapy journal by Rheault and Shafernich-Coulson¹³ indicated that there was no significant relationship between professional grade point average (GPA) and clinical performance. However, the study did find a significant correlation between pre-professional GPA and professional GPA. This study dispels the myth among physical therapy students that GPA is a defining factor in their employment search. GPA was also not mentioned in any of the studies above as an important factor in hiring rehabilitation professionals or highly ranked selection criteria when hiring entry level therapists. In fact, this study specifically states that there is no correlation between GPA in the physical therapy program and success in a clinical setting.

CHAPTER III

METHODS

In order to address the research question, a survey was developed. The survey included questions related to the characteristics employers seek in entry-level physical therapists and also the importance of clinical experiences and the timing of the clinical experience in relation to the hiring process. A list of potential participants was derived from the University of North Dakota Department of Physical Therapy clinical site database. A request to participate in research through the University of North Dakota was submitted and reviewed by the IRB committee prior to submission of survey to participants (Appendix A). In order to obtain data, a survey was developed to identify characteristics that employers seek and whether a student completing a clinical experience at a facility increases the potential employment opportunities. Using surveymonkey.com, the survey was created to explore the research question. Consent to participate was obtained and participants were informed the data would be reported in aggregate and would not be linked to a participant. The survey included demographic details, Likert scale questions, as well as two open-ended questions and rank order for professional characteristics (Appendix B). Email addresses were obtained from clinical site contact information. An email stating the research question and link to the survey was sent to the participants. Three weeks later, a reminder email with the link to the survey was sent to participants that did not respond to the initial request. Data was collected using Survey Monkey software. Overall results were

recorded from the respondents. Age, gender and practice setting were each cross-tabulated with the overall results in order to identify any patterns of responses between these groups.

Participants

Participants were collected from the University of North Dakota's physical therapy department list of clinical sites. Surveys were sent to 148 participants from twenty different states. These participants included clinical instructors, CCCEs and clinic managers from the University of North Dakota physical therapy program's clinical database. There were 148 successful email transmissions to twenty different states with a total of 66 respondents ranging from sixteen states.

CHAPTER IV

RESULTS

Out of the 148 surveys sent, there were 66 responses to the survey. Responses came from 16 of the 20 states representing multiple areas of the country including the Northwest, Southwest, Southeast, and Midwest. Of those 66 responses, 20 were males (31.7%) and 43 were females (68.3%). Physical therapists represented 88.9% of the respondents, while 3.2% were occupational therapists and 7.9% classified themselves as other which included responses from a physical therapy assistant, speech pathologist, administrator, athletic trainer, and a human resources recruiter. In terms of practice setting, outpatient ambulatory care totaled 44.4% of the responses, followed by inpatient acute with 34.9% , inpatient rehab with 25.4%, pediatric with 22.2%, private practice and rural both with 17.5% and home health at 9.5%.

The majority of the responses were made by clinicians between 51-60 years of age at 30.2% along with clinicians 41-50 years of age at 30.2%. Clinicians between the ages of 31-40 years of age accounted for 27% of the responses. A response rate of 9.5% were clinicians less than 30 years of age and clinicians greater than 60 years of age made up 3.2% of the responses. Figure 1 depicts the number of responses by age range and practice setting. Clinicians with a master's degree made up 43.5% of the responses, followed by bachelor's degrees at 25.8%, entry-level doctorate at 17.7% and advanced doctorate at 12.9%. There were no clinicians with an advanced business degree included in the results. Managers comprised of 42.6% of the

responses for a total of 26 out of 66, while 49.2% indicated they were CCCE's and 8.2% indicated that they were CI's.

Of those that were managers 44.2% had been held that position for 0-5 years, 40.4% had held that position for greater than 10 years and 15.4% had been managers for 6-10 years.

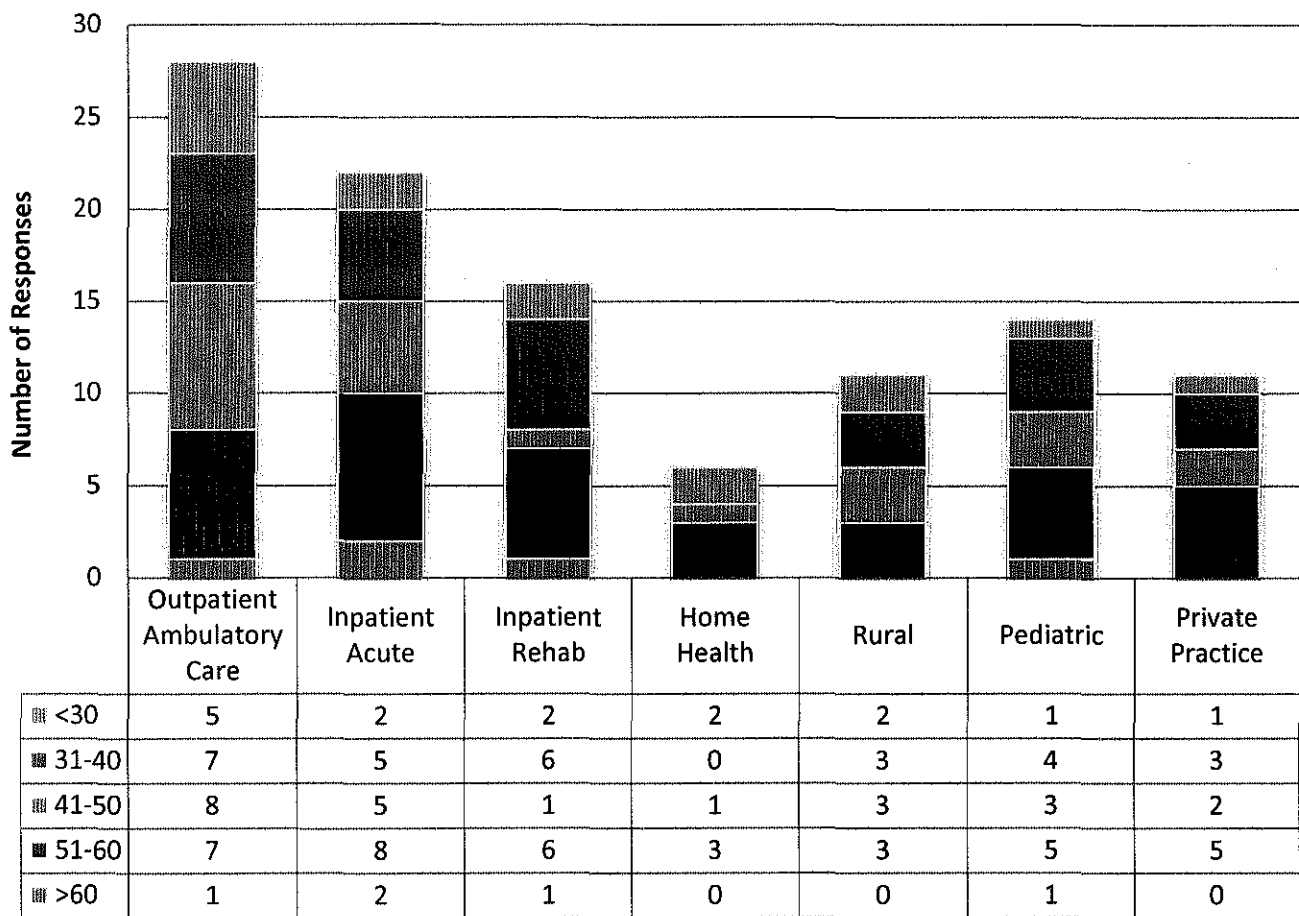


Figure 1. Cross tabulation of practice setting and age range.

More than half of the responses indicated that they accept physical therapy students for clinical experiences in order to evaluate them for employment. Figure 2 illustrates that 33.3% agreed and 17.5% strongly agreed with the statement that their facility accepts physical therapy students for clinical experiences to evaluate them for potential employment. When broken down

into practice settings, private practice and inpatient acute care agreed most with the statement that they accept students for clinical experiences to evaluate them for potential employment. Twenty-seven percent of the responses from the private practice setting agreed and 36.4% strongly agreed with this statement for a total of 63.6% in agreement. A total of 63.6% of the responses from inpatient acute care were also in agreement with this statement. Fifty percent agreed and 13.6% strongly agreed.

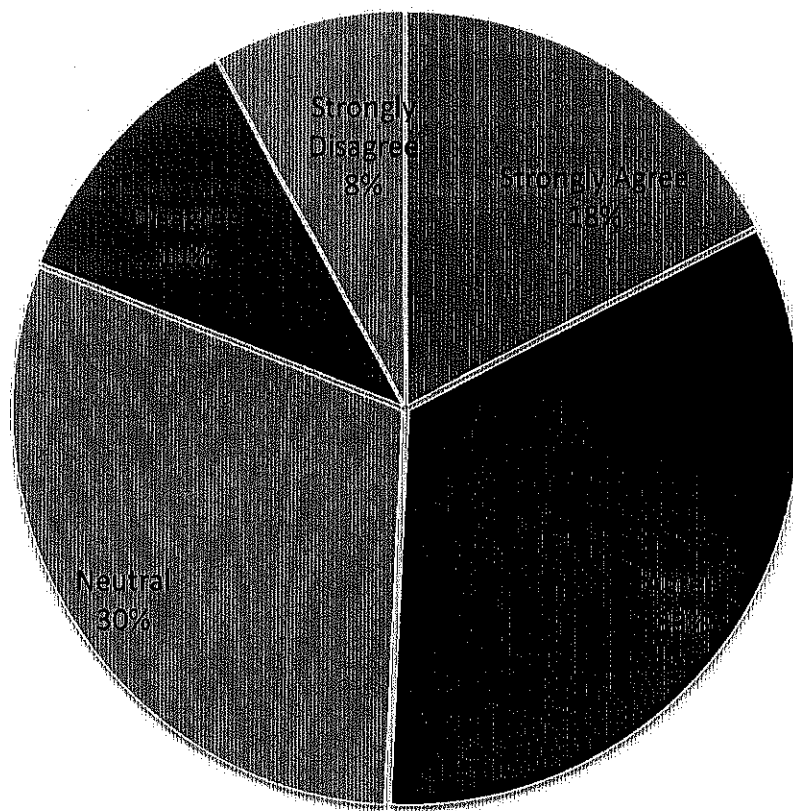


Figure 2. Percentage of PT facilities that evaluate PT students for potential employment during clinical experiences.

When asked if it was common for students who have completed a clinical experience at their facility to apply for a job at their facility 49.2% agreed with the statement, 15.9% strongly agreed with the statement. 39.7% strongly agreed and 30.2% agreed with the statement that their

facility has hired a recent physical therapy graduate that completed a clinical experience at their site.

As illustrated in Figure 3, when comparing the likelihood of considering a recent graduate for employment if they have completed a clinical at their facility 25 respondents (39.7%) agreed and 13 respondents (20.6%) strongly agreed that the new graduate is likely to be considered for employment if they have completed a clinical experience **prior** to finishing physical therapy coursework, while 28 respondents (44.4%) agreed and 15 respondents (23.8%) strongly agreed that the applicant is likely to be considered for employment if they have completed a clinical experience at their facility **after** their physical therapy coursework is finished.

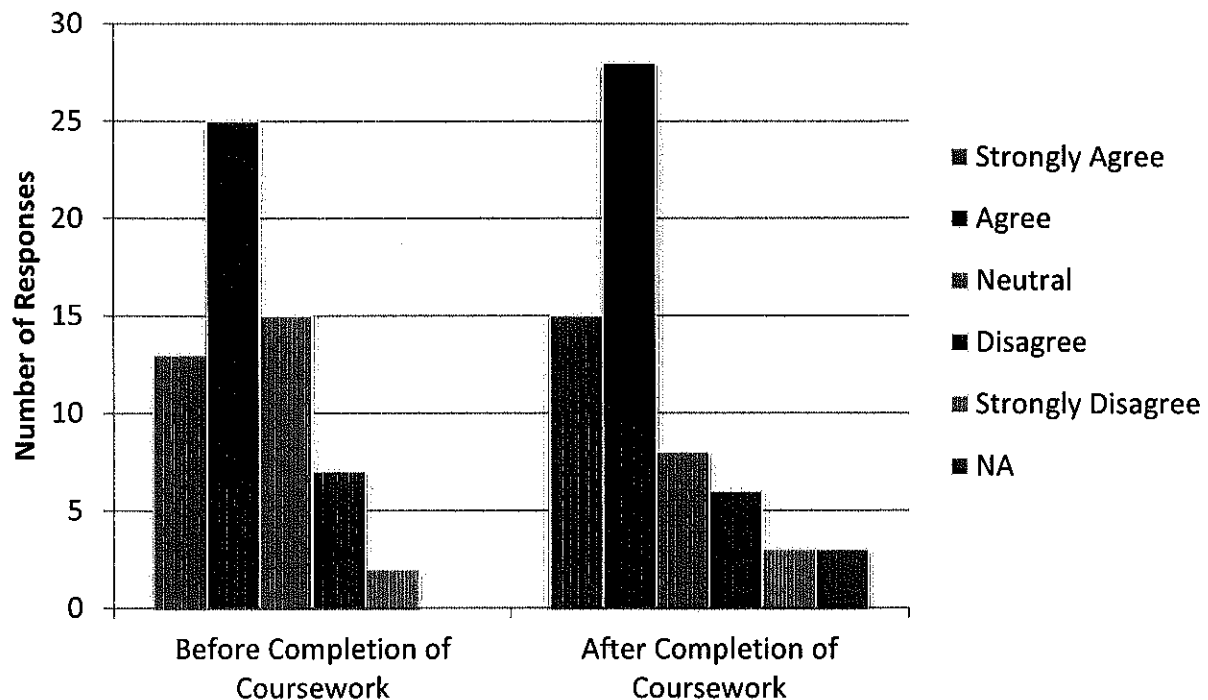


Figure 3. Number of PT managers likely to consider PT student for employment before coursework is complete versus after coursework is complete.

The majority of the responses disagreed (37.1%) and strongly disagreed (12.9%) with the statement that their facility is more likely to hire new grads from a specific physical therapy program. The majority of the responses also disagreed (38.7%) and strongly disagreed (17.7%) with the statement that GPA is a consideration when looking to hire a recent physical therapy graduate. Figure 4 depicts the level of agreement regarding this statement. While the overall results showed that GPA was not a consideration when considering employment of a recent physical therapy graduate, 45% of the responses from private practice setting alone agreed with the statement that GPA was a consideration when hiring a recent physical therapy graduate. Lastly, 39.7% of the responses indicated that they were neutral when it came to being more pleased with new hires that have completed a clinical experience at their facility than new hires that have not.

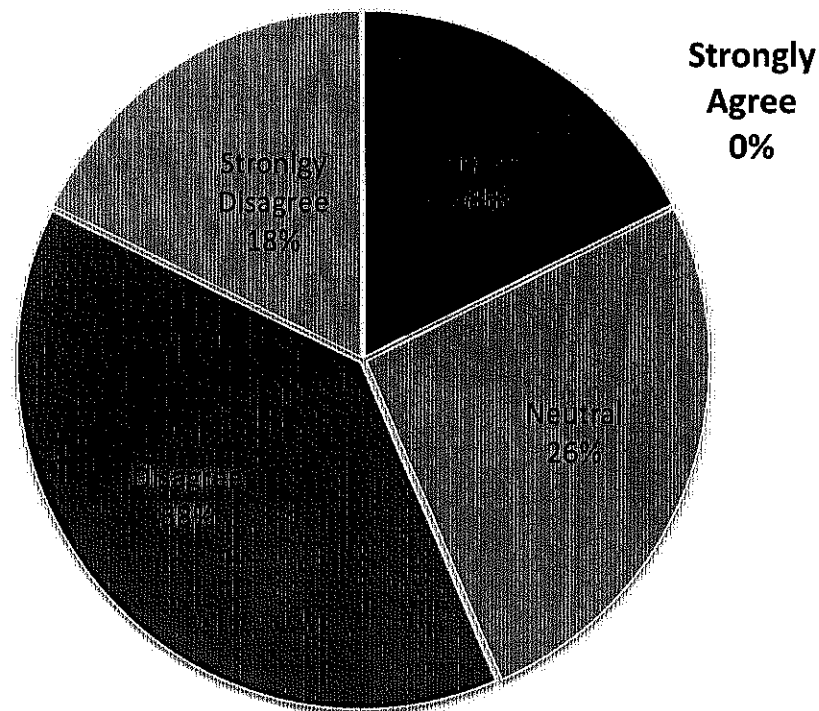


Figure 4. Percentage of PT managers that agree GPA is a consideration when considering a recent graduate for employment.

Ranked 1-5 with 1 being the most important characteristic. The top 5 characteristics that managers look for in recent physical therapy graduates are as follows:

1. Communication skills & Professionalism (tied)
2. Interpersonal skills
3. Critical thinking
4. Commitment to learning.

When evaluating the most important characteristics based on practice setting pediatric, inpatient acute and outpatient ambulatory care ranked professionalism as number one, while rural and home health ranked critical thinking as number one. Private practice setting selected commitment to learning as the most important characteristic and inpatient rehab ranked communication skills at number one.

There were also variations for the most important characteristics among age ranges as well. Clinicians less than thirty years of age ranked commitment to learning and professionalism in the top spot. This age range was also one of the few that ranked technical abilities in the top five most important characteristics. Professionalism ranked highest for clinicians between the ages of 31 and 40 years old. The most important characteristic for clinicians in the 41 to 50 year old range was communication skills. Interpersonal skills were ranked as the most important characteristics for clinicians between the ages of 51 and 60 years old. This age range also ranked technical abilities in the as one of the most important characteristics in the fifth spot tied with commitment to learning and responsibility. Lastly, clinicians over the age of sixty ranked communication skills and use of time and resources when considering a new graduate for hire.

Fifty-four clinicians provided open ended responses when asked about any advantages related to hiring a recent physical therapy graduate who had completed a clinical experience at

their site. These responses were grouped into three different categories based on how frequently they were mentioned throughout the responses. The first category includes the student's familiarity with the facility, system, organization, policies and completed orientation which was mentioned as an advantage 32 times. The other category mentioned frequently was the manager's ability to assess whether or not the student would be a good fit in the department and organization which was mentioned 28 times. Lastly, assessment of the student's clinical skills and strengths and weakness' during the student's clinical experience was mentioned 19 times.

There were a total of 46 responses to the question regarding disadvantages of hiring recent PT graduates who had completed a clinical experience at that facility. Categories for disadvantages included none which was referred to 23 times, the difficult transition between student and employee mentioned 14 times, and the likelihood of passing over better candidates was mentioned twice.

CHAPTER V

DISCUSSION

The results of this study provide physical therapy students and other health professional students participating in clinical experiences with information regarding the importance clinical site choice with the anticipation of career path. Also, students can benefit from the results of this study as it stresses the importance of personality characteristics and soft skills when considered for potential employment. Physical therapy programs will be able to utilize the information to support students' growth in soft skills throughout the educational coursework. Instructors can encourage students to enhance personality characteristics in order to better employment opportunities for the future. The results provide information about the changing field of physical therapy with regards to the importance of critical thinking and problem solving. This study concluded that there was no difference in the timing of clinical experience (midway or later) and potential employment of recent graduate with the clinical site. Although there is limited literature in this area, these results align with the research that has been completed.

The American Physical Therapy Association provided demographics about the field of physical therapy. In 2013, 69.9% of practicing physical therapists were female and 30.1 percent were male. The mean age of practicing physical therapists are 44 years old, with most of the practicing physical therapists in the age range of 25-29. On average, the number of years in practice was 18.4 years with most of the United States physical therapists practicing for 30 or more years. In 2013, 29.2 percent held doctor of physical therapy degrees with the 2nd highest

being master of physical therapy degrees. The majority of physical therapists work in an outpatient practice setting. Private practice represents about 33% of the physical therapist population.

The participants' demographics provide a very realistic representation of the physical therapy field. Of the 66 respondents, physical therapists made up 88.9%. About 68.3% of women responded participated in the survey, with 31.7% of men responding to the survey. The participants in the current study were in the age range of 41-50 and 51-60. The majority had of respondents held a master's degree (43.4%). The second highest group held entry-level doctorate degree. Of the 66 respondents to current position the majority (49.2%) of respondents were CCCE, organizing clinical experiences for students at the clinical site. The majority of the respondents' practice setting was outpatient ambulatory care at 44.4%.

The results of the survey reveal that clinical experiences do play an important role in employment for new graduates of physical therapy programs. Throughout the various practice settings for physical therapists, it was identified that the majority will be more likely to hire a recent physical therapy graduate that has completed a clinical experience at the facility. However, this study concluded that there is no difference to the timing of the clinical experience in relation to hiring the new graduate that complete a clinical experience at the site. Students should take all clinical experiences seriously as any session can provide employment opportunities upon graduation from the program. The likelihood of considering a recent graduate for employment is the same between each facility where the clinical experience was completed regardless of the clinical experience session (first or second) completed. The open-ended questions about advantages and disadvantages to hiring a recent physical therapy graduate detailed why a student that completed a clinical experience with the facility is more likely to

hired than another. Familiarity with the facility, system, organization and policies gives a student who completed a clinical experience with the facility an advantage. Orientation to facility's policies, procedures, and system will be less time consuming, therefore recently graduated physical therapist will be able to start practicing more quickly; providing the facility with more revenue sooner. A recent graduate who completed a clinical experience at the facility is at an advantage as the clinical instructor and other employees have been able to identify how he or she interacts with the staff and patients to see if the applicant is a "good fit". One respondent stated, "Serves as most complete interview possible." The employer is able to identify personality characteristics, interactions with patients and staff, as well as technical abilities that align with the clinic's mission. Also, the current employees are able to identify the applicant's strengths and weaknesses as he or she has been evaluated by a clinical instructor during the previous clinical experience.

Although the disadvantages to hiring a recent graduate that participated in clinical experience at the facility are fewer, there were some reasons given that would impact the applicant's ability to be offered a job at the facility. Many of the respondents did not believe that there were any disadvantages to hiring a recent graduate that had a previous clinical experience at their site. Responses given as disadvantages included difficult transition between student and employee and a higher likelihood of passing over better candidates for hire. Recent graduates employed by a facility where a clinical experience was completed, may be challenged to accept the responsibility associated with becoming a licensed physical therapist. The transition between student and physical therapist may be difficult at the same clinic as the individual may feel as though he or she is still a student and may not grow into the role of practicing physical therapist. Although the clinical experience has been equated to the most comprehensive interview process,

it also has its downsides. The clinic may overlook other more exceptional candidates for hire. The clinic knows how the recent graduate functions at their clinic and the graduate may not have to complete orientation portraying a better applicant. In reality, the clinic may overlook the superior applicant as the previous student applicant depicts a better option associated with less risk for the clinic.

Overall, the results of the current study correspond well with the results of previous studies conducted by May et al¹¹, Jette et al⁶, and Mathwig et al¹⁰. The general theme of each study concluded that soft skills are the most important characteristics when considering recent physical therapy graduates for employment. Mathwig et al¹⁰ concluded that communication skills, professionalism, time management skills, and clinical experience in the specific type of physical therapy setting were the most important factors when considering to hire a recent physical therapy graduate. The study found that communication skills, and professionalism were ranked as the most important characteristic of recent graduates along with interpersonal skills, critical thinking and commitment to learning but it did not find overall that time management skills and clinical experience in that setting were the most important factors to take into consideration.

The results of this study regarding hiring physical therapy graduates also correlates well with Mulholland and Derdall's¹² findings regarding hiring occupational therapist which found that communication skills and interpersonal skills were two of the most important characteristics when hiring occupational therapists. However, the results of this study differ from Mulholland and Derdall¹² who identified practice skills and abilities as an important factor when hiring an occupational therapist because only a small percentage of physical therapy managers identified technical abilities as an important characteristic to consider when hiring a recent physical therapy

graduate. GPA was also not identified as an important characteristic when hiring a recent graduate of a physical therapy program which was similar to the results of Rheault and Shafernich-Coulson¹³.

May et al¹¹ reflected the importance of interpersonal characteristics in the clinical setting. Generic abilities have changed ranking since May had reported the characteristics. Stumbo, Thiele and York¹⁴ reported a difference in the order of characteristics, with critical thinking and problem solving becoming more important in the recent years. The rank order of generic abilities may have changed due to adoption of APTA's Vision 2020, which focused on the importance of autonomous and evidence-based physical therapy practice. While the generic abilities that May ranked as most important are similar to the top five characteristics that this study identified, however, the order of ranking has changed yet again. The results of this study suggest that communication and professionalism have become the most important characteristics when considering a recent graduate for employment. Results of this study regarded critical thinking skills as the third most important characteristic with May et al¹¹ reporting critical thinking as the ninth most important characteristic. Commitment to learning was ranked as the fifth most important characteristic, whereas May et al¹¹ identified that characteristic as the most important.

The field of physical therapy has been changing since the acceptance of May et al¹¹ generic abilities. Physical therapy has become more of an autonomous practice as physical therapy has ventured into direct access care, which requires increased knowledge, critical thinking and problem solving to provide better care for patients. Communication and professionalism are extremely important in the healthcare field it allows for the ability to understand the patient while portraying a qualified supportive figure to the patient. The patient

will feel more comfortable with a healthcare professional that is able to communicate and offer health advice, he or she will be better able to trust the healthcare provider.

When separating each response of the different practice setting, the pediatric and outpatient setting rank professionalism as the most important generic ability when considering a new graduate for hire. This may be as the outpatient and pediatric settings need to portray a positive, professional demeanor to obtain and maintain patients. The rural and home health setting identified critical thinking as the most important characteristic for new graduates to exemplify. The rural and home health settings require more autonomous work as the physical therapist may be working independently in unconventional settings that lack the typical equipment and space in the majority of physical therapy clinics. The increased independence would require more critical thinking on the physical therapists behalf. Whereas, private practice managers responded that commitment to learning was the most important generic ability. Private practice may value commitment to learning as important skill due to the fact that private practice requires focus on treatments individualized to each patient. The physical therapist has a more important role in the patient's life as a healthcare mentor. Therefore the physical therapist is required to be up to date on evidence based treatment as many patients return to the private practice physical therapist with additional health concerns. Inpatient rehabilitative care regards communication as the number one generic ability for recent graduates to obtain. Inpatient rehabilitation requires the ability to communicate with various personalities, cognitive states and other healthcare professionals. Communication is an important factor in many settings. Therefore, the current study stresses the importance of communication as a generic ability that is heavily reinforced in the clinic and should be equally stressed in education.

When the age of participants was cross-tabulated with the characteristics differences were found among the different age groups in the study. The younger age groups (less than 30 and 31-40) reported professionalism as the most important characteristics of new graduates to have when applying for a job at a clinic. Older age groups (41 and older) identified communication skills and interpersonal skills as the most important qualities in new graduates. Possible explanations for the change could be due to APTA's Vision 2020 as it changed the direction of physical therapy practice. Many of the older age groups have been a practicing physical therapist since the 1990's prior to the adoption of the Vision 2020 statement.

Although, there were many strengths to the current study, there were some limitations. The results accurately represent the physical therapy field; however, there was a limited amount of responses from a few select regions of the United States. Inclusion of more regions of the United States, specifically the northeastern and southeastern regions, may sway the results of the study. Another limitation was that the way the generic abilities were tabulated. Reproduction of the way the survey was structured would be beneficial in the interpretation of the characteristics of recent physical therapy graduates.

In summary, clinical experiences are the capstone of physical therapy education allowing the student to apply technical psychomotor skills, critical thinking and problem solving skills. The clinical experiences are a time for potential employers to evaluate a student in a comprehensive manner both as a student and as a potential employee. Personality characteristics play an essential part in potential employment upon graduation. The data from this study identifies communication skills and professionalism as the most important qualities for a new physical therapist hire. Neither grade point average nor time periods within the curriculum when the clinical experience was placed were key factors in considering the student for future

employment. Also, employers often consider recent graduates that successfully completed a clinical experience with the site, as they are able to view the student's abilities prior to hiring. To assist the student, physical therapy programs should incorporate ways to enhance students' personality characteristics to prepare them for clinical experiences, as well as future employment.

APPENDIX A

IRB form

**Institutional Review Board
c/o Research Development
and Compliance**

Twamley Hall, Room 106
264 Centennial Drive Stop 7134
Grand Forks, ND 58202-7134
Phone: 701.777.4279
Fax: 701.777.6708

April 24, 2014

Beverly Johnson, PT, DSc, GCS
Department of Physical Therapy
Stop 9037

Dear Dr. Johnson:

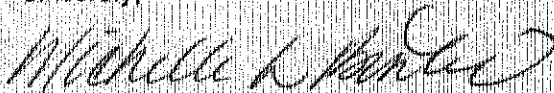
We are pleased to inform you that your project titled, "Pilot Study to Investigate the Influence of the Timing of Student Clinical Experiences and Student Characteristics in the Hiring of New Graduates" (IRB-201404-427) has been reviewed and approved by the University of North Dakota Institutional Review Board (IRB). The expiration date of this approval is May 1, 2015.

As principal investigator for a study involving human participants, you assume certain responsibilities to the University of North Dakota and the UND IRB. Specifically, any adverse events or departures from the protocol that occur must be reported to the IRB immediately. It is your obligation to inform the IRB in writing if you would like to change aspects of your approved project, prior to implementing such changes.

When your research, including data analysis, is completed, you must submit a Research Project Termination form to the IRB office so your file can be closed. A Termination Form has been enclosed and is also available on the IRB website.

If you have any questions or concerns, please feel free to call me at (701) 777-4279 or e-mail michelle.bowles@research.und.edu.

Sincerely,



Michelle L. Bowles, M.P.A., CIP
IRB Coordinator

MLB/jle

Enclosures

REPORT OF ACTION: EXEMPT/EXPEDITED REVIEW
University of North Dakota Institutional Review Board

Date: 4/23/2014

Project Number: IRB-201404-427

Principal Investigator: Johnson, Beverly

Department: Physical Therapy

Project Title: Pilot Study to Investigate the Influence of the Timing of Student Clinical Experiences and Student Characteristics in the Hiring of New Graduates

The above referenced project was reviewed by a designated member for the University's Institutional Review Board on 4/24/2014 and the following action was taken:

Project approved. Expedited Review Category No.

Next scheduled review must be before:

Copies of the attached consent form with the IRB approval stamp dated must be used in obtaining consent for this study.

Project approved. Exempt Review Category No. 2

This approval is valid until MAY 1 2015 as long as approved procedures are followed. No periodic review scheduled unless so stated in the Remarks Section.

Copies of the attached consent form with the IRB approval stamp dated N/A must be used in obtaining consent for this study.

Minor modifications required. The required corrections/additions must be submitted to RDC for review and approval. This study may NOT be started UNTIL final IRB approval has been received.

Project approval deferred. This study may not be started until final IRB approval has been received. (See Remarks Section for further information.)

Disapproved claim of exemption. This project requires Expedited or Full Board review. The Human Subjects Review Form must be filled out and submitted to the IRB for review.

Proposed project is not human subjects research as defined under Federal regulations 45 CFR 46 or 21 CFR 50 and does not require IRB review.

Not Research

Not Human Subject

PLEASE NOTE: Requested revisions for student proposals MUST include adviser's signature. All revisions MUST be highlighted and submitted to the IRB within 90 days of the above review date.

Education Requirements Completed. (Project cannot be started until IRB education requirements are met.)

cc: Chair, Physical Therapy

Michelle L. Smith
Signature of Designated IRB Member

4/24/2014
Date

UND's Institutional Review Board

If the proposed project (clinical medical) is to be part of a research activity funded by a Federal Agency, a special assurance statement or a completed 310 Form may be required. Contact RDC to obtain the required documents.

(Revised 10/2006)

REPORT OF ACTION: EXEMPT/EXPEDITED REVIEW
University of North Dakota Institutional Review Board

Date: 4/23/2014

Project Number: IRB-201404-427

Principal Investigator: Johnson, Beverly

Department: Physical Therapy

Project Title: Pilot Study to Investigate the Influence of the Timing of Student Clinical Experiences and Student Characteristics in the Hiring of New Graduates

The above referenced project was reviewed by a designated member for the University's Institutional Review Board on 4/24/2014 and the following action was taken:

- Project approved. **Expedited Review** Category No. _____
Next scheduled review must be before: _____
- Copies of the attached consent form with the IRB approval stamp dated _____ must be used in obtaining consent for this study.
- Project approved. **Exempt Review** Category No. 2
 This approval is valid until MAY 1 2015 as long as approved procedures are followed. No periodic review scheduled unless so stated in the Remarks Section.
- Copies of the attached consent form with the IRB approval stamp dated N/A must be used in obtaining consent for this study.
- Minor modifications required. The required corrections/additions must be submitted to RDC for review and approval. **This study may NOT be started UNTIL final IRB approval has been received.**
- Project approval deferred. **This study may not be started until final IRB approval has been received.**
(See Remarks Section for further information.)
- Disapproved claim of exemption. This project requires Expedited or Full Board review. The Human Subjects Review Form must be filled out and submitted to the IRB for review.
- Proposed project is not human subjects research as defined under Federal regulations 45 CFR 46 or 21 CFR 50 and does not require IRB review.
 - Not Research
 - Not Human Subject

PLEASE NOTE: Requested revisions for student proposals MUST include adviser's signature. All revisions MUST be highlighted and submitted to the IRB within 90 days of the above review date.

Education Requirements Completed. (Project cannot be started until IRB education requirements are met.)

cc: Chair, Physical Therapy

Michelle W. Bond 4/24/2014
Signature of Designated IRB Member Date
UND's Institutional Review Board

If the proposed project (clinical medical) is to be part of a research activity funded by a Federal Agency, a special assurance statement or a completed 310 Form may be required. Contact RDC to obtain the required documents.

(Revised 10/2006)

University of North Dakota Exempt Certification Form
Research Involving the Use of Survey, Interview, Observational Procedures or Educational Tests

Complete this form if you are requesting permission to use survey, interview, or observational procedures, or educational tests.

All research with human participants conducted by faculty, staff, and students associated with the University of North Dakota, must be reviewed and approved as prescribed by the University's policies and procedures governing the use of human subjects. No activities are to be initiated without prior review and approval by the Institutional Review Board.

Please answer the following questions regarding your research. Handwritten forms are not accepted – responses must be typed.

1. Are prisoners included in the research? Yes No

If you answered "Yes" to the above question, this research does not qualify as exempt. Please fill out and submit a "Human Subjects Review Form". If you answered "No", continue to question 2a.

2a. Are children included in the research? Yes No

If you answered "No" to the above question, please skip question 2b and continue to question 3. If you answered "Yes", continue to question 2b.

2b. Does the research include survey or interview procedures? Does the research involve the observation of public behavior with researcher interaction with the subjects? Yes No

If you answered "Yes" to questions 2a and 2b, this research does not qualify as exempt. Please fill out and submit a "Human Subjects Review Form". If you answered "No", continue to question 3.

3a. Will the data be documented in such a manner that subjects cannot be identified, either directly or through identifiers linked to the subjects (subject name, social security number, birth date, coding, etc.)? Yes No

If you answered "Yes" to the above question, please skip question 3b and continue with the rest of the form. If you answered "No", continue to question 3b.

3b. Will the disclosure of the subjects' responses outside of the research reasonably place the subjects at risk of criminal or civil liability, or be damaging to the subjects' financial standing, employability, or reputation?

Yes No

If you answered "Yes" to the above question, this research does not qualify as exempt. Please fill out and submit a "Human Subjects Review Form".

4. Will the research involve the use of audio, video, digital or image recordings of subjects? Yes No

If you answered "Yes" to the above question, this research does not qualify as exempt. Please fill out and submit a "Human Subjects Review Form". If you answered "No", provide the information requested below:

Principal Investigator: Beverly Johnson

Telephone: 701-777-3871

E-mail Address: beverly.johnson@med.und.edu

Complete Mailing Address: 501 North Columbia Rd Stop 9037; Grand Forks, ND 58202-9037

School/College: SMHS

Department: Physical Therapy

Student Adviser (if applicable): _____

Telephone: _____

E-mail Address: _____

Address or Box #: _____

School/College: _____

Department: _____

Project Title: Pilot study to investigate the influence of the timing of student clinical experiences and student characteristics in the hiring of new graduates

Proposed Project Dates: Beginning Date: May 1, 2014

Completion Date: May 1, 2015

(Including data analysis)

Funding agencies supporting this research: NA

(A copy of the funding proposal for each agency identified above MUST be attached to this proposal when submitted.)

Does any researcher associated with this project have a financial interest in the results of this project? If yes, submit on a separate piece of paper an additional explanation of the financial interest. The Principal Investigator and any researcher associated with this project should have a Financial Interests Disclosure Document on file with their department.
 YES or NO

Will any research participants be obtained from another organization outside the University of North Dakota (e.g., hospitals, schools, public agencies, American Indian tribes/reservations)?
 YES or NO

Will any data be collected at or obtained from another organization outside the University of North Dakota?
 YES or NO

If yes to either of the previous two questions, list all institutions: _____

Letters from each organization must accompany this proposal. Each letter must illustrate that the organization understands its involvement and agrees to participate in the study. Letters must include the name and title of the individual signing the letter and should be printed on organizational letterhead.

Does any external site where the research will be conducted have its own IRB? _____ YES or _____ NO

If yes, does the external site plan to rely on UND's IRB for approval of this study? _____ YES or _____ NO
(If yes, contact the UND IRB at 701 777-4279 for additional requirements)

If your project has been or will be submitted to other IRBs, list those Boards below, along with the status of each proposal.

_____ Date submitted: _____ Status: ___ Approved ___ Pending
_____ Date submitted: _____ Status: ___ Approved ___ Pending

(include the name and address of the IRB, a contact person at the IRB, and a phone number for that person)

Type of Project: Check "Yes" or "No" for each of the following.

YES or NO New Project YES or NO Dissertation/Thesis/Independent Study

YES or NO Continuation/Renewal YES or NO Student Research Project

YES or NO Is this a Protocol Change for previously approved project? If yes, submit a signed Protocol Change Form, along with a signed copy of this form with the changes bolded or highlighted.

Please provide additional information regarding your research by responding to questions 5-11 on a separate sheet of paper.

5. In non-technical language, describe the purpose of the study and state the rationale for this research.

6. In non-technical language, describe the study procedures:

How will subjects be informed of the research? If you will be having subjects sign a consent form, justify why. How will instrument(s) be distributed/collected? Will compensation be provided? What is the suspected duration of subject participation? Etc.

7. Where will the research be conducted?

8. Describe what data will be recorded.

9. How will data be recorded and stored (that is will it be coded, anonymous, etc.)?

Note: Must state that data will be stored for a minimum of three years after data analysis is complete, or for a period of time sufficient to meet federal, state, and local regulations, sponsor requirements, and organizational policies and procedures.

10. Describe procedures you will implement to protect confidentiality and privacy of participants.

11. Describe the nature of the subject population and the estimated number of subjects.

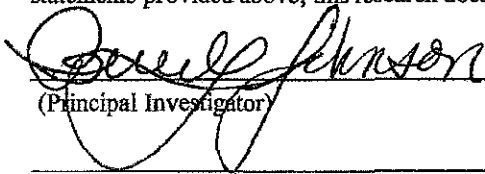
If participants who are likely to be vulnerable to coercion and undue influence are to be included in the research, define provisions to protect the privacy and interests of these participants and additional safeguards implemented to protect the rights and welfare of these participants.

Necessary attachments:

- Signed Student Consent to Release of Educational Record Form (students only);
- Investigator Letter of Assurance of Compliance;
- Surveys, interview questions, or educational tests;
- Printed web screens (if survey is over the Internet); and
- Advertisements.

NOTE: The UND IRB requires that all key personnel involved in the research complete human subject education before IRB approval to conduct research can be granted.

By signing this form, I certify that the above information is accurate and that this research will be conducted in accordance with the statements provided above; this research does not involve prisoners, but if a subject becomes a prisoner, I will notify the IRB.



(Principal Investigator)

4/16/14

Date:

(Student Adviser)

Date:

*****All students and medical residents must list a faculty member as a student adviser on the first page of the application and must have that person sign the application.*****

Submit the signed application form and any necessary attachments to the Institutional Review Board, 264 Centennial Drive Stop 7134, Grand Forks, ND 58202-7134; or bring it to Twamley Hall, Room 106.

**INVESTIGATOR LETTER OF ASSURANCE OF COMPLIANCE
WITH ALL APPLICABLE FEDERAL REGULATIONS FOR THE
PROTECTION OF THE RIGHTS OF HUMAN SUBJECTS**

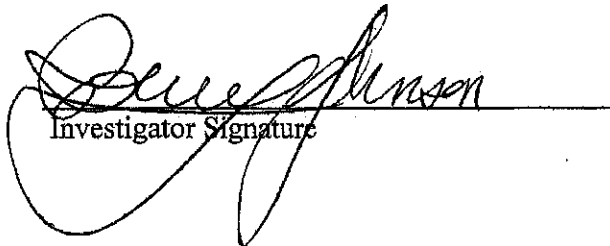
I Beverly Johnson
(Name of Investigator)

agree that, in conducting research under the approval of the University of North Dakota Institutional Review Board, I will fully comply and assume responsibility for the enforcement of compliance with all applicable federal regulations and University policies for the protection of the rights of human subjects engaged in research. Specific regulations include the Federal Common Rule for Protection of the Rights of Human Subjects 45 CFR 46. I will also assure compliance to the ethical principles set forth in the National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research document, The Belmont Report.

I understand the University's policies concerning research involving human subjects and agree to the following:

1. Should I wish to make changes in the approved protocol for this project, I will submit them for review PRIOR to initiating the changes. (A proposal may be changed without prior IRB approval where necessary to eliminate apparent immediate hazards to the subjects or others. However, the IRB must be notified in writing within 72 hours of any change, and IRB review is required at the next regularly scheduled meeting of the full IRB.)
2. If any problems involving human subjects occur, I will immediately notify the Chair of the IRB, or the IRB Coordinator.
3. I will cooperate with the UND IRB by submitting Research Project Review and Progress Reports in a timely manner.

I understand the failure to do so may result in the suspension or termination of proposed research and possible reporting to federal agencies.


Investigator Signature

4/16/14
Date

#5 Purpose of the Study

The purpose of this pilot study is to determine whether or not employers give preference when hiring new graduates to an individual who completed a student clinical experience at their facility and if they have a preference as to when within the students education the clinical experience occurred (one of the first long term experiences versus a final clinical experience). In addition, to help clarify responses, we are interested in discovering if employers look for specific characteristics in students when considering them as potential new hires and if these characteristics can be identified early in the student's PT education or if they are only identified later in the student's PT education.

#6 Study Procedures

This information will be gathered via an electronic questionnaire sent to physical therapy clinic managers and clinical instructors who have experience with new PT graduates in the clinical setting. The list of clinic managers and clinical instructors will be obtained through the University of North Dakota Physical Therapy Data base including sites where students have affiliated the past five years. Consent to participate in the study will be assumed based on the completion and submission of the survey. An opening statement will inform the participant of the purpose of the study and that it should take them 5-10 minutes to complete. No compensation will be provided to participants.

#7 Where will the research be conducted?

On-line survey sent to the University of North Dakota Physical Therapy Department clinical affiliation sites. Clinical sites are located in approximately 24 states.

#8 Describe what data will be recorded.

Data will be recorded in aggregate. See attached survey for demographic information collected and survey questions.

#9 Recording and storing data

Data will be collected in aggregate with no identifying information. Data will be stored for a minimum of three years to meet federal, state and UND requirements and to comply with

UND policies and procedures. Data will be stored in a locked area in the Physical Therapy Department.

#10 Procedures to protect confidentiality and privacy of participants.

Researchers will not link the survey responses to any identifying information. The survey software will be set so that no identifying information is captured. Any publication or dissemination of results will be done in aggregate with no identifying information. We don't foresee any physical or emotional risks associated with this study. The questionnaire is intended to be brief and take minimal time to complete decreasing the financial risks that may be associated with a questionnaire. There is minimal risk involved with this study and no need for data monitoring in regards to associated risk.

#11 Subject population and estimated number of subjects

Clinical sites associated with the University of North Dakota. Approximately 75 surveys will be sent.

Benefits of the Study

The main benefit of the study will be that graduates of physical therapy programs will have increased awareness of managers hiring expectations. This information will be of importance during their education as it will encourage the development of "soft skills" associated with the profession and decrease the anxiety associated with achieving the highest GPA. This study will also provide insight for the selection of clinical affiliations based on the student's intended career path and future aspirations.

APPENDIX B

Survey

1. Please select your appropriate age range

<30

31-40

41-50

51-60

>60

2. Gender

Male

Female

3. Highest degree completed

Bachelors

Masters

Entry Level Doctorate

Advanced Doctorate

Advanced Business Degree

4. Please select your discipline?

PT

PTA

OT

Nurse

Other (please specify) _____

5. What is your current position?

Manager

CCCE

CI

6. How many years have you been employed as a manager?

0-5

6-10

10 +

7. Which of the following describes your practice setting? (Check all that apply)

Outpatient Ambulatory Care

Inpatient Acute

Inpatient Rehab

Home Health

Rural

Pediatric

Private Practice

Please select your level of agreement with each of the following statements:

8. Our facility accepts PT students for clinical experience to evaluate for potential employment.

Strongly Agree Agree Neutral Disagree Strongly Disagree NA

9. At our clinic, it is common for students who have completed a clinical experience to apply for a job at our facility.

Strongly Agree Agree Neutral Disagree Strongly Disagree NA

10. Our facility has hired a recent physical therapy graduate that completed a clinical experience at our site.

Strongly Agree Agree Neutral Disagree Strongly Disagree NA

11. An applicant is likely to be considered for employment if they have completed a clinical experience at our facility PRIOR to finishing PT coursework.

Strongly Agree Agree Neutral Disagree Strongly Disagree NA

12. An applicant is likely to be considered for employment if they have completed a clinical experience at our facility AFTER finishing PT coursework.

Strongly Agree Agree Neutral Disagree Strongly Disagree NA

13. Our facility is more likely to hire new grads from a specific PT program.

Strongly Agree Agree Neutral Disagree Strongly Disagree NA

14. GPA is a consideration when looking to hire a new PT graduate.

Strongly Agree Agree Neutral Disagree Strongly Disagree NA

15. Overall, our facility is more pleased with new hires that have completed a clinical experience with our clinic than new hires that have not.

Strongly Agree Agree Neutral Disagree Strongly Disagree NA

16. Please comment on any advantages of hiring a recent PT graduate who completed a clinical experience at your facility.

Advantages:

17. Please comment on any disadvantages of hiring a recent PT graduate who completed a clinical experience at your facility.

Disadvantages:

18. Please rank 1-5 the most important characteristics your facility takes into consideration when hiring a new PT graduate (1=greatest importance).

- Commitment to learning
- Communications skills
- Critical thinking
- Interpersonal skills
- Problem solving
- Professionalism
- Responsibility
- Stress management
- Technical abilities
- Use of constructive feedback
- Use of time and resources

APPENDIX C

All Results

Pilot study to investigate the influence of the timing of student clinical experiences and student characteristics in the hiring of new graduates.



1. By clicking on "Yes", you are consenting to participate in this research study.

		Response Percent	Response Count
Yes		100.0%	64
No		0.0%	0
answered question			64
skipped question			2

2. 1. Please select your appropriate age range

		Response Percent	Response Count
<30		9.5%	6
31-40		27.0%	17
41-50		30.2%	19
51-60		30.2%	19
>60		3.2%	2
answered question			63
skipped question			3




3. 2. Gender

		Response Percent	Response Count
Male		31.7%	20
Female		68.3%	43
answered question			63
skipped question			3




4. 3. Highest degree completed

		Response Percent	Response Count
Bachelors		25.8%	16
Masters		43.5%	27
Entry Level Doctorate		17.7%	11
Advanced Doctorate		12.9%	8
Advanced Business Degree		0.0%	0
answered question			62
skipped question			4




5. 4. Please select your discipline?

		Response Percent	Response Count
PT		88.9%	56
PTA		0.0%	0
OT		3.2%	2
Nurse		0.0%	0
Other (please specify)		7.9%	5
answered question			63
skipped question			3








6. 5. What is your current position?

		Response Percent	Response Count
Manager		42.6%	26
CCCE		49.2%	30
CI		8.2%	5
answered question			61
skipped question			5

7. 6. How many years have you been employed as a manager?

		Response Percent	Response Count
0-5		44.2%	23
6-10		15.4%	8
10+		40.4%	21
answered question			52
skipped question			14

8. 7. Which of the following describes your practice setting? (Check all that apply)

		Response Percent	Response Count
Outpatient Ambulatory Care		44.4%	28
Inpatient Acute		34.9%	22
Inpatient Rehab		25.4%	16
Home Health		9.5%	6
Rural		17.5%	11
Pediatric		22.2%	14
Private Practice		17.5%	11
answered question			63
skipped question			3

9. 8. Please select your level of agreement with each of the following statements:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	NA	Rating Count
Our facility accepts PT students for clinical experience to evaluate for potential employment.	17.5% (11)	33.3% (21)	30.2% (19)	11.1% (7)	7.9% (5)	0.0% (0)	63
At our clinic, it is common for students who have completed a clinical experience to apply for a job at our facility	15.9% (10)	49.2% (31)	20.6% (13)	6.3% (4)	6.3% (4)	1.6% (1)	63
Our facility has hired a recent physical therapy graduate that completed a clinical experience at our site.	39.7% (25)	30.2% (19)	11.1% (7)	7.9% (5)	4.8% (3)	6.3% (4)	63
An applicant is likely to be considered for employment if they have completed a clinical experience at our facility PRIOR to finishing PT coursework.	20.6% (13)	39.7% (25)	23.8% (15)	11.1% (7)	3.2% (2)	1.6% (1)	63
An applicant is likely to be considered for employment if they have completed a clinical experience at our facility AFTER finishing PT coursework.	23.8% (15)	44.4% (28)	12.7% (8)	9.5% (6)	4.8% (3)	4.8% (3)	63
Our facility is more likely to hire new grads from a specific PT program	6.5% (4)	16.1% (10)	27.4% (17)	37.1% (23)	12.9% (8)	0.0% (0)	62
GPA is a consideration when looking to hire a new PT graduate.	0.0% (0)	17.7% (11)	25.8% (16)	38.7% (24)	17.7% (11)	0.0% (0)	62
Overall, our facility is more pleased with new hires that have completed a clinical experience with our clinic than new hires that have not.	17.5% (11)	15.9% (10)	39.7% (25)	14.3% (9)	4.8% (3)	7.9% (5)	63
						answered question	63
						skipped question	3

10. 9. Please comment on any advantages of hiring a recent PT graduate who completed a clinical experience at your facility. Advantages:

**Response
Count**

54

answered question 54

skipped question 12

11. 10. Please comment on any disadvantages of hiring a recent PT graduate who completed a clinical experience at your facility. Disadvantages:

**Response
Count**

46

answered question 46

skipped question 20

12. 11. Please rank 1-5 the most important characteristics your facility takes into consideration
Critical thinking Interpersonal skills Problem solving Professionalism Responsibility Stress management

1

	Commitment to learning	Communications skills	Critical thinking	Interpersonal skills
Rank 1-5 the most important characteristics.	4.8% (3)	23.8% (15)	19.0% (12)	23.8% (15)

2

	Commitment to learning	Communications skills	Critical thinking	Interpersonal skills
Rank 1-5 the most important characteristics.	4.8% (3)	22.2% (14)	20.6% (13)	15.9% (10)

3

	Commitment to learning	Communications skills	Critical thinking	Interpersonal skills
Rank 1-5 the most important characteristics.	7.9% (5)	14.3% (9)	17.5% (11)	9.5% (6)

4

	Commitment to learning	Communications skills	Critical thinking	Interpersonal skills
Rank 1-5 the most important characteristics.	14.3% (9)	3.2% (2)	4.8% (3)	12.7% (8)

5

	Commitment to learning	Communications skills	Critical thinking	Interpersonal skills
Rank 1-5 the most important characteristics.	21.0% (13)	11.3% (7)	4.8% (3)	8.1% (5)

Page 2, Q4. 4. Please select your discipline?

1	PT, ATC	Jun 5, 2014 3:18 PM
2	Sppech Pathologist	May 9, 2014 1:21 PM
3	PTA	May 8, 2014 6:24 AM
4	Administration	May 7, 2014 3:07 PM
5	Human Resources-Recruiter	May 7, 2014 2:33 PM

Page 2, Q9. 9. Please comment on any advantages of hiring a recent PT graduate who completed a clinical experience at your facility.

Advantages:

1	Less training on our electronic medical record, and general policies and procedures. We already know how the person gets along with patients and the staff	Jun 10, 2014 7:05 AM
2	knowledge of staff, policy and procedure, facility, etc.	Jun 9, 2014 9:45 AM
3	The graduate is experienced in our setting and can quickly step into the position. We've been able to work closely during the affiliation allowing for somewhat of a long term interview during the course of the affiliation.	Jun 9, 2014 9:39 AM
4	PT is already familiar with setting, policies, procedures, documentation so less time is needed for orientation. More is known about a PT's personality, abilities and work ethic and potential to be a good fit for the department.	Jun 9, 2014 6:33 AM
5	After a clinical experience in my facility, we get to really know a candidate. It is like a 9 week working interview! I get to know their skill level, how they think, and what their future plans are.	Jun 7, 2014 6:43 AM
6	They have been introduced to the culture, and systems that we use. They are easier to orientate and do not take as long to train before starting to see patients independently	Jun 5, 2014 1:25 PM
7	They have already been trained in clinic policies and procedures and have an understanding of clinic practices. We also get clinical observation on how they treat their patients and their attitudes about treatment and attitudes towards co-workers where-as applications and resumes don't show this type of information.	Jun 5, 2014 11:17 AM
8	Familiar with system, staff, patients, location, area	Jun 5, 2014 10:28 AM
9	Known quantity. Decreased orientation time.	Jun 5, 2014 10:15 AM
10	Orientation time is significantly shorter, we have had an opportunity to see how that potential colleague interacts with the rehab staff as a whole, (PT/OT/SLP) not just within our discipline, we have been able to "coach" the student as needed so their professionalism is at a desirable level.	Jun 5, 2014 9:56 AM
11	The student/new hire would be familiar with the electronic medical record program.	Jun 5, 2014 9:43 AM
12	oriented to the facility, know the staff, paper process, what DX and population they will be treating	Jun 5, 2014 8:01 AM
13	Decreases orientation time as individual is already familiar with systems and scheduling. Decreases turn over as with complex patient care in our specialty hospitals for trach/vent patients.	Jun 5, 2014 7:36 AM
14	We have an opportunity to see the student practicing and we get to see interactions with staff.	Jun 5, 2014 7:22 AM
15	Knows our standards and techniques as well as our documentation system.	Jun 2, 2014 8:35 PM

Page 2, Q9. 9. Please comment on any advantages of hiring a recent PT graduate who completed a clinical experience at your facility.

Advantages:

16	Depending on when they completed their affliction with us, level of independence, they will need less mentorship and initial training with documentation and daily procedures.	May 30, 2014 12:39 PM
17	We are able to assess the graduates work ethic and PT skills and potential	May 16, 2014 8:18 AM
18	1. CI/ CCCE are aware of the student's strengths, weakness, including the ability to relate well with the team and communicate well with patients 2. CI/ CCCE is aware of the student's ability to document efficiently and accurately 3. CI / staff is aware of the student's ability to provide excellent patient care, "a flawless experience that inspires" 4. Awareness of the student's potential and interest in the community 5. Awareness of the student's work ethic, and enthusiasm for the PT profession	May 14, 2014 12:57 PM
19	Facility has first hand knowledge of work and communication styles as well as whether the student will be a good fit with. Also gives the student a first hand knowledge of the department, the hospital and staff-so that the student knows exactly what he/she is getting into. My favorite way to hire is to hire a student (I never know for sure what I am getting, if they haven't been a student here).	May 13, 2014 4:50 PM
20	Have been able to see their communication/customer service/clinical skills in action	May 12, 2014 4:48 AM
21	Already have much of the facility training out of the way. Familiar with the clinic, paperwork... Already aware of their work ethic, learning style, personality traits and skills.	May 11, 2014 1:51 PM
22	We know what we are getting into. Much of the time it is someone from the area, or someone who has family in the area and is more likely to stick around here for the long term. We also know personality of the PT and who well they will mesh with other staff- that is huge in getting along and having a team approach.	May 10, 2014 8:57 AM
23	They know the system so orientation is more seamless	May 9, 2014 1:27 PM
24	We have a good idea of their clinical skills as well as their work ethic. They have a good idea of the work environment and can make an informed decision.	May 9, 2014 1:21 PM
25	Orientation has already begun. Familiar with our documentation system, routines, facility. Aware of student's/new hire's strengths, capabilities	May 9, 2014 12:30 PM
26	We would already have an idea of their skill set, achievement level, and most importantly job fit into current department and with our facility mission and vision.	May 9, 2014 11:07 AM
27	student is familiar with staff and policies of the medical center and charting.	May 9, 2014 10:49 AM
28	They are familiar with the institution and the area. More comfortable fit initially.	May 9, 2014 4:44 AM
29	The student will be familiar and have integrated with the existing staff, use of EMR, familiarity with current patients, and comfortable in the clinical environment. Smoother transition for both parties.	May 8, 2014 9:35 PM

Page 2, Q9. 9. Please comment on any advantages of hiring a recent PT graduate who completed a clinical experience at your facility.

Advantages:

30	our clinical site has not had the opportunity to hire any recent graduates, but I would certainly feel that their clinical experience would provide very valuable insight into their clinical skills. Several of our last students would certainly have been a "good fit" if we would have an opportunity to make new hires.	May 8, 2014 2:50 PM
31	There is much less orientation needed. They can start working right away.	May 8, 2014 2:22 PM
32	Decreased orientation time needed to cover basic info, rapport already built with existing staff, has an understanding and acceptance of facility processes, familiarity with expertise of most of the staff- knows who best to approach with specific questions, familiar with activities that they enjoy outside of work in the region, have a desire to stay in the region & work specifically for our system- less turnover.	May 8, 2014 10:50 AM
33	none	May 8, 2014 10:44 AM
34	They are familiar with the way we do things and our computer programs.	May 8, 2014 9:56 AM
35	The graduate is familiar with our facility, staff, and our documentation system.	May 8, 2014 7:55 AM
36	We have been able to see the person and their work as well as having a sense of whether or not they are a good fit for the culture of our organization and our therapy team.	May 8, 2014 7:36 AM
37	We are able to observe the students clinical skills, professionalism, flexibility, and work ethics.	May 8, 2014 7:30 AM
38	Most important for us is seeing if the student would be a good fit personality wise with the team and fit with the mission of our institution	May 8, 2014 6:51 AM
39	Serves as the most complete interview possible	May 8, 2014 6:46 AM
40	They are trained and typically skilled in using our specific electronic documentation system.	May 8, 2014 6:30 AM
41	we knew what she was like to work with so the anxiety of hiring a new grad was decreased somewhat	May 8, 2014 6:24 AM
42	1. Familiar with our documentation system 2. Undergone orientation process from a health system standpoint.	May 8, 2014 6:13 AM
43	Already know their work ethic and personality	May 8, 2014 5:52 AM
44	They already know many of our policies and procedures, including documentation process. We already know they will be a good fit.	May 7, 2014 9:45 PM
45	Our staff, patients, and families know the PT graduate, know how their personality and professional skills fit with our group. The PT graduate understands how our clinic and practice works; they are ready to practice from the first day they join us.	May 7, 2014 7:48 PM

Page 2, Q9. 9. Please comment on any advantages of hiring a recent PT graduate who completed a clinical experience at your facility.

Advantages:

46	can see how the person interacts with the team and the quality of their thinking and their work ethic and habits	May 7, 2014 7:26 PM
47	The have on the job orientation and system training.	May 7, 2014 6:07 PM
48	Knowledge of emr	May 7, 2014 4:31 PM
49	less time for overall training	May 7, 2014 3:30 PM
50	They are familiar with the staff, our settings, protocols and types of patients. It also gives our staff a chance to work directly with that therapist/student to evaluate their clinical skills, learning styles and to see if they would make a fit within our company.	May 7, 2014 3:07 PM
51	The new grads who liked being here as a student would likely enjoy working here. The new grads who were our students would already be trained to use our EMR, familiar with staff and hospital policy, equipment etc. That saves the hospital orientation/training time. We know the work ethic, attitude, organizational skills and people skills of that new grad before we make the job offer to the best candidate. Our interns often perform their work in a similar way as the CI that trained them does. Consequently we typically know, somewhat, what we are hiring in work performance.	May 7, 2014 2:54 PM
52	We have knowledge of the person & know how that person will work.	May 7, 2014 2:35 PM
53	The graduate already knows your protocols, policies and procedures so training time is decreased. You already know how they fit in with other staff and have assessed their strengths they can bring to your program.	May 7, 2014 2:34 PM
54	Graduate's familiarity with the company, care model, and practice in general, their knowledge of what our company's expectations are (i.e. Efficiency & documentation); have already built relationship with coworkers; and we know what we can expect from that graduate.	May 7, 2014 2:33 PM

Page 2, Q10. 10. Please comment on any disadvantages of hiring a recent PT graduate who completed a clinical experience at your facility.

Disadvantages:

1	none I can think of. Would not hire someone we felt wouldn't fit in	Jun 10, 2014 7:05 AM
2	level of experience	Jun 9, 2014 9:45 AM
3	The transition from student to autonomous professional is sometimes missed by staff outside of the department, but this has not caused difficulty with patient care.	Jun 9, 2014 9:39 AM
4	none	Jun 9, 2014 6:33 AM
5	Students can get a skewed idea of productivity expectations in the clinic - we typically have our students on a limited caseload.	Jun 7, 2014 6:43 AM
6	it is sometimes difficult to transition from the student role - not often	Jun 5, 2014 1:25 PM
7	They are relatively inexperienced in a clinical setting and may need additional guidance on treatment techniques and may not be able to treat high level dysfunctions as confident as a seasoned PT.	Jun 5, 2014 11:17 AM
8	none	Jun 5, 2014 10:28 AM
9	Adjustment to new role may be more difficult when already viewed as a student.	Jun 5, 2014 10:15 AM
10	I cannot think of any significant ones for our facility. For the new employee, I can see some challenges going from their perception of themselves as a "student" to that of a colleague, new professional.	Jun 5, 2014 9:56 AM
11	The student would not have had the opportunity to bring different ideas to the new employers department. May have formed negative relationships during the clinical that could not be overcome.	Jun 5, 2014 9:43 AM
12	many managers look for experienced vs. new grads typically as new grads stay for 1-2 years then move on.	Jun 5, 2014 8:01 AM
13	None if the position is opened for a new graduate.	Jun 5, 2014 7:36 AM
14	I don't think it's been an issue here, but there could be some difficulty in switching roles from student to employee. Potentially a different dynamic.	Jun 5, 2014 7:22 AM
15	I don't see any	Jun 2, 2014 8:35 PM
16	They may feel too independent and more difficult to mentor.	May 30, 2014 12:39 PM
17	None. If the student was not stellar, we don't offer a position.	May 16, 2014 8:18 AM
18	A department would want to assure of the openness the CI communicates with the student regarding accepting all varied methods of treatment from all staff	May 14, 2014 12:57 PM
19	Can't think of a disadvantage. While we haven't recently hired a student, I would say that 2/3 of our PT staff in our hospital continuum of care, were once PT students who had affiliations here. We have hired a lot of OT's that were	May 13, 2014 4:50 PM

Page 2, Q10. 10. Please comment on any disadvantages of hiring a recent PT graduate who completed a clinical experience at your facility.

Disadvantages:

students here as well.

20	None I can think of	May 12, 2014 4:48 AM
21	I don't feel there are any disadvantages	May 10, 2014 8:57 AM
22	Don't see any	May 9, 2014 1:27 PM
23	Sometimes the transition from student to clinician is challenging.	May 9, 2014 1:21 PM
24	Can assume they know more than they know, thus cutting back on orientation.	May 9, 2014 12:30 PM
25	na	May 9, 2014 11:07 AM
26	New graduates still require mentoring in pediatrics and we prefer to hire experienced therapists.	May 9, 2014 10:49 AM
27	N/A	May 9, 2014 4:44 AM
28	None	May 8, 2014 9:35 PM
29	As a manager in an outpatient facility, I feel therapists certainly need strong clinical skills, but I also prefer therapists that demonstrate excellent communication and have personality that works well in our group. I feel they have to "be able to sell themselves", as patients are choosing a provider and need to make a connection to that therapist	May 8, 2014 2:50 PM
30	They do not bring new ideas that would have been gained at another location.	May 8, 2014 2:22 PM
31	Familiarity with staff if there were challenges during the clinical of which the staff were aware- may bias staff negatively towards the graduate.	May 8, 2014 10:50 AM
32	none	May 8, 2014 10:44 AM
33	May feel to comfortable (possible lack of motivation/productivity) when starting to work at the facility.	May 8, 2014 9:56 AM
34	There are no disadvantages, only upsides.	May 8, 2014 7:36 AM
35	May pass over even better candidates who did not complete internship only because we are more familiar with the student who did	May 8, 2014 6:51 AM
36	It does create a lot of extra work in time on the part of the CI for their normal daily duties	May 8, 2014 6:46 AM
37	No disadvantages.	May 8, 2014 6:30 AM
38	none	May 8, 2014 6:13 AM
39	None	May 7, 2014 9:45 PM

Page 2, Q10: 10. Please comment on any disadvantages of hiring a recent PT graduate who completed a clinical experience at your facility.

Disadvantages:

40	None that I can see. We have hired two prior students, and will hire a third at the end of the month.	May 7, 2014 7:48 PM
41	we may be less discriminating	May 7, 2014 7:26 PM
42	none unless their time and performance was not stellar	May 7, 2014 6:07 PM
43	it is just wrong, they are with us as a student and they are not here to be evaluated as an employee. It is an ethical issue	May 7, 2014 3:30 PM
44	na	May 7, 2014 3:07 PM
45	none	May 7, 2014 2:34 PM
46	None	May 7, 2014 2:33 PM

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