

**CLARKSON UNIVERSITY  
DIVISION OF HEALTH SCIENCES  
DEPARTMENT OF PHYSICAL THERAPY**

**PT627: PROFESSIONAL PRACTICE  
COURSE SYLLABUS**

**D. Olzenak**

**Summer, 2009**

June 29 - September 18, 2009

**COURSE DESCRIPTION:**

PT627 is the second full-time internship course within the curriculum. Students will participate in a 12 week, full-time clinical internship scheduled during the summer semester of their second year at selected clinical education sites. Prior to this internship students have completed five semesters of academic coursework covering the cardiopulmonary, musculoskeletal, neurologic, and integument systems throughout the lifespan, a nine week, full-time clinical internship, and multiple part-time clinical experiences. The focus of this internship will be on the examination, evaluation, diagnosis, prognosis, intervention, and outcomes for complex patients with a variety of impairments leading to activity and participation limitations. The financial aspects of patient care; supervision of support personnel; communication and education of patients, their families, peers, and interdisciplinary team members; and professional behavior development will be emphasized and progressed during this experience.

**COURSE CREDITS:** 9

**PRE-REQUISITES:** PT 606, PT 615, PT 617, PT 618  
Good standing in the graduate physical therapy professional curriculum (DPT)

**COURSE FACULTY:** Dana Olzenak, PT, DPT, MBA  
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**COURSE OBJECTIVES:**

**Objectives:** Through the use of the CPI (online version), professional development tool, case report, and Blackboard reflection discussions, the following objectives will be met. *\*\*\*If utilizing the original paper CPI, please see **Appendix A** for objectives and grading criteria.*

Upon completion of PT627, the student will demonstrate the following professional practice and patient management skills and abilities:

1. Providing physical therapy services in a safe manner that minimizes risk to patients, others and self as measured by Clinical Performance Instrument (CPI) performance criteria #1 (CC 5.35, 5.44)
2. Demonstrating professional behavior in all situations as measured by CPI performance criteria #2 (CC 5.8, 5.10, 5.11, 5.15, 5.16)
  - a. Balance the elements of power within the clinical environment with actions taken to moderate the environment. (BB, CC 5.10)
  - b. Given a situation in which professional standards may be compromised, assume responsibility for resolving the conflict. (BB, CC 5.11)
  - c. Demonstrate all APTA Core Values associated with professionalism. (PDT, CC 5.11)

- d. Seek mentors and learning opportunities to develop and enhance the degree to which core values are demonstrated. (PDT, CC 5.11)
3. Providing physical therapy services in a manner consistent with established legal and professional standards and ethical guidelines as measured by CPI performance criteria #3 (CC 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.63, 5.64, 5.65, 5.66)
  - a. Seek the expertise of others in the interpretation and application of laws and regulations. (BB, CC 5.1)
  - b. Weigh and balance sources of accountability to determine actions. (PDT, CC 5.4)
  - c. Share examples of decisions based on ethical tenets with those based on other considerations. (PDT, CC 5.4)
  - d. Place patient's/client's needs above the physical therapist's needs. (PDT CC 5.6)
  - e. Challenge the status quo of practice to raise it to the most effective level of care. (BB, CC 5.63)
  - f. Advocate for the health and wellness needs of society. (CC 5.64)
  - g. Participate and show leadership in community organizations and volunteer service. (CC 5.65)
  - h. Influence legislative and political processes (CC 5.66)
4. Communicating in ways that are congruent with situational needs as measured by CPI performance criteria #4 (CC 5.17)
5. Adapting delivery of physical therapy services in consideration for patients' differences, values, preferences, and needs as measured by CPI performance criteria #5 (CC 5.18)
6. Participating in self-assessment to improve clinical and professional performance as measured by CPI performance criteria #6 (CC 5.4, 5.5, 5.12, 5.13, 5.14, 5.15, 5.24, 5.25)
  - a. Internalizes the results of his or her own actions. (PDT, CC 5.12)
  - b. Provide examples of how stated professional values are consistent with actions. (PDT, CC 5.12)
  - c. Self-assess specific actions taken while on clinical internship toward improving societal trust in the profession. (PDT, CC 5.12)
  - d. Utilize feedback from clinical faculty in assessment of professional development. (PDT, CC 5.12)
  - e. Utilize feedback from clinical faculty in assessment of professional development. (PDT CC 5.12)
  - f. Value provision of clinical learning experiences as an important component of personal professional development. (PDT, CC 5.12)
  - g. Take action to build upon professional strengths to rectify professional deficiencies. (PDT, CC 5.12)
  - h. Analyze professional capabilities and goals by self-assessment, peer review, and continuous quality improvement. (PDT, CC 5.13)
  - i. Compare self-evaluation with feedback from others and incorporate feedback into professional development planning. (PDT, CC 5.13)
  - j. Acknowledge and accept responsibility for and consequences of his or her action. (PDT, CC 5.14)
7. Applying current knowledge, theory, clinical judgment, and the patient's values and perspectives in patient management as measured by CPI performance criteria #7 (CC 5.19, 5.20, 5.21, 5.22, 5.23)
8. Determining with each patient encounter the patient's need for further examination or consultation by a physical therapist or referral to another health care professional as measured by CPI performance criteria #8 (CC5.27, 5.53, 5.54, 5.55, 5.62)
9. Performing a physical therapy patient examination using evidence-based tests and measures as measured by CPI performance criteria #9 (CC 5.28, 5.29, 5.30)
10. Evaluating data from the patient examination (history, systems review, and tests and measures) to make clinical judgments as measured by CPI performance criteria #10 (CC 5.31)

11. Determining a diagnosis and prognosis that guides future patient management as measured by CPI performance criteria #11 (CC 5.32, 5.33)
12. Establishing a physical therapy plan of care that is safe, effective, patient-centered, and evidence-based as measured by CPI performance criteria #12 (CC 5.9, 5.34, 5.35, 5.36, 5.37, 5.38, 5.55, 5.56)
  - a. Incorporate coping strategies and support systems to control and alleviate stress. (PDT, CC 5.9)
13. Performing physical therapy interventions in a competent manner as measured by CPI performance criteria #13 (CC 5.39, 5.50, 5.52)
14. Educating others (patients, caregivers, staff, students, and other health care providers, business and industry representatives, school systems) using relevant and effective teaching methods as measured by CPI performance criteria #14 (CC 5.26, 5.41, 5.51, 5.52, 5.62)
15. Producing quality documentation in a timely manner to support the delivery of physical therapy services as measured by CPI performance criteria #15 (CC 5.42)
  - a. Communicate expressively and receptively with health care practitioners, consumers, and payers. (BB, CC 5.42)
16. Collecting and analyzing data from selected outcome measurements in a manner that supports accurate analysis of individual patient and group outcomes as measured by CPI performance criteria #16 (CC 5.45, 5.46, 5.47, 5.48, 5.49)
17. Participating in the financial management (budgeting, billing & reimbursement, time, space, equipment, marketing, public relations) of the physical therapy service consistent with regulatory, legal, and facility guidelines as measured by CPI performance criteria #17 (CC 5.43, 5.55, 5.58, 5.60, 5.61)
  - a. Identify the need to improve risk management practices (including peer review, utilization review, etc.). (BB, CC 5.58)
18. Directing and supervising human resources to meet patient's goals and expected outcomes according to legal standards and ethical guidelines as measured by CPI performance criteria #18 (CC 5.40, 5.57)
  - a. Select appropriate patients/clients for whom care can be directed to PTAs based on pt. complexity and acuity, reimbursement, PTA knowledge/skill, jurisdictional law, etc. BB, (CC 5.61)

#### **TEXTBOOKS:**

1. McEwen, I. (2001). *Writing Case Reports*. APTA Publications, Alexandria, VA.
2. APTA Guide to Physical Therapy Practice. APTA, 2003
3. All texts, references, and assignments from previous coursework (recommended)

#### **TEACHING METHODS AND LEARNING EXPERIENCES:**

Students are responsible for taking an active role in discussing their learning styles and strategies with the clinical instructor realizing the need to accommodate to various teaching styles as well. Teaching methods and learning experiences will vary between clinical sites and will be designed and modified by the clinical instructor in collaboration with the student for the optimal learning experience.

#### **COURSE EXPECTATIONS:**

##### **Course Schedule and Attendance**

Students are expected to attend 37.5-40 hours per week for the consecutive 12-week clinical internship. The student's specific schedule will be determined by the clinical site instructor and students are expected to assume the schedule of their clinical instructor(s). All schedule variances from this expectation must be discussed with the DCE. Students may not miss more than 5% of the total clinical time (3 full days during the 12 weeks). Any missed internship time over the 5% limit is to be made up per the discretion of your clinical instructor and as approved by the DCE. This limit is

only designated for illness, emergencies, and professional development activities—not for scheduled days off. In the case of illness or emergency, students must contact both the CI and the DCE. For professional development activities, it is the student’s responsibility to plan ahead. These activities should be scheduled after internship hours whenever possible. If scheduling during work hours is necessary, students must first request and receive approval for the time off from their CI providing *at least two weeks notice* taking into account patient care schedules. *If* the request is granted by the clinical instructor, students are to contact the DCE and provide the following information: type of professional development activity, date of the activity, and requested time off. In addition, it is the student’s responsibility to discuss holidays and/or time when the facility is closed that may require additional time be made up during the first week of the internship so that requirements will be met and alterations can be made.

### **Professional Behavior**

Students are expected to behave professionally at all times while on internship as discussed in the Department Student Handbook and in accordance with the Core Values for Professionalism produced by the American Physical Therapy Association. Failure to exhibit professional behaviors will result in recommendations and action as decided by the DCE in collaboration with the academic faculty and Clinical Instructor/CCCE as appropriate. Unprofessional behavior may result in failure of the course. The student’s Professional Development Reflection Tool should be utilized to guide progression of these affective skills. At this point in the curriculum, students are expected to be functioning well within the ‘developing level’ of their professional tool and working on skills within the ‘entry’ level range. Students are encouraged to discuss their development and seek feedback from their clinical instructors on a regular basis. The professional tool is due upon your return to campus for the 3<sup>rd</sup> meeting with your advisor.

### **Blackboard**

The Blackboard electronic learning system will be utilized throughout the course for students to post answers to reflection questions asked by the DCE and to communicate with classmates. All parties may post pertinent reference materials as applicable to the learning process. Any shared reference material must be appropriately cited. Blackboard discussions and postings are considered course work and should be professional at all times complying with HIPAA regulations. Personal or individual communications are not to take place on the discussion board.

### **EVALUATION:**

The student’s grade will be determined based upon overall performance on the CPI, participation in blackboard reflection discussions, case report, and completion of all paperwork including weekly goal sheets, CI Survey and Student Site Evaluation. This course is pass/fail—students must receive 80% of the possible 100 points.

#### Clinical Performance Midterm and Final Evaluation – 80 points

The CPI must be completed at midterm and at the end of the internship. Both student and CI must “sign off” on the online midterm and final assessments in order for the DCE to access the assessment on line. The final “sign-off” must be completed before the student leaves the clinical internship. VAS ratings and written comments are required by the student and clinical instructor. VAS ratings, CPI criteria comments and summative comments should demonstrate progression of clinical competence in the psychomotor, knowledge and affective domains between midterm and final assessments. These separate assessments should be discussed in formal meetings at the midpoint and completion of the internship for assessment and planning of the experience.

##### *Midterm:*

- The DCE or another faculty member will call or visit the site at midterm to check the student’s status. If the student or CI has any concerns/red flags earlier than midterm, please contact the DCE immediately so that the issues can be addressed promptly.

- The student is required to complete Part 2 of the Student Site Evaluation and discuss it with the clinical instructor during the midterm meeting to facilitate the supervision and teaching strategies required for the remaining half of the internship.

*Final*

- The student is required to complete Parts I and II of the Student Site Evaluation and obtain the clinical instructor’s signature.

*Professionalism – CPI Criteria #3:*

- By the end of PT627, students are to have mastered the developing level in Professional Behaviors and Development within their individual professional development tools. Students should present and discuss their tools with their clinical instructors. Please see the diagram below for sample behaviors:

| Beginning Level  | Developing Level  | Entry Level   |
|--|---|---|
| ( ) Awareness of the professional role of a physical therapist   | ( ) Accepts the diverse roles of a physical therapist                           | ( ) Effectively promotes the profession of physical therapy   |
| ( ) Team player – identifies collaborative opportunities         | ( ) Open to feedback about professional skills                                  | ( ) Seeks feedback from others routinely  |
| ( ) Displays positive attitude to feedback                       | ( ) Acts in a leadership role when needed                                       | ( ) Reconciles differences with sensitivity   |
| ( ) Accepts constructive feedback                                | ( ) Accepts consequences of ones actions  | ( ) Demonstrates the ability to say 'no' if request made does not add to priorities, or if the activity is in conflict with the set goals |
| ( ) Coordinates schedule appropriately demonstrating flexibility | ( ) Provides constructive feedback to the appropriate person                    | ( ) Demonstrates effective multitasking to meet the needs of all parties  |
| ( ) Demonstrates timeliness in all interactions/meets deadlines  | ( ) Provides a safe and secure environment for classmates, patients, and others | ( ) Assists others in recognizing stressors for the betterment of the relationship  |
| ( ) Follows through on commitments made                          | ( ) Encourages colleague accountability   | ( ) Builds community relationships  |
| ( ) Assumes responsibility for own actions/outcomes              | ( ) Develops a plan of action in response to feedback                           |   |

**BlackBoard Reflection Discussions**

Throughout the internship, the DCE will post discussion questions. Students are required to post their reflective thoughts by Sunday at 4pm. During the following week, students are to respond and question their classmates on their posted responses for ongoing conversation. These discussions are designed to encourage reflection on a variety of practice management issues. Students must actively participate in discussions **at least** once per week.

The questions below will be posted during the internship. Additional questions may be posted throughout the internship to progress discussions.

- 1) Provide one example each of communication you had with an outside health care practitioner, patient/client, payers. Did you receive the outcome you desired from your communication effort? Why or why not?
- 2) How confident are you that on a daily basis you interpret and apply necessary laws and regulations in practice I → 5. Give examples where you could/should have asked or researched further information. Why?
- 3) Discuss a patient for whom care could be directed to a PTA. Provide your rationale? If there are PTAs, what is common practice you have observed when a PT transitions patient care to a PTA (supervision/monitoring, etc)?
- 4) Describe the billing process from intervention and documentation of the charge to payment received (you will probably need to solicit information from others including billing personnel in order to answer this question). What type of errors do you feel may occur along this process? What suggestions do you have to eliminate error or improve efficiency?

- 5) In regards to the relationship you have with your CI, how do you describe your relationship with your CI? On a scale from completely collegial to completely hierarchical, where do you see your relationship? Are you comfortable with the relationship? If not, what actions could you take to moderate the environment?
- 6) Provide an example where professional standards may have been compromised (from you as the student, your CI, or your patient). What was/would be your response? How did/would you handle it?

#### Patient Case Report

Students are required to complete a case report during this internship (see template). It is recommended that students discuss the case report with their clinical instructors during the first few days of the internship so that an appropriate patient case may be selected and there is ample time for gathering information.

#### Other Documentation

Student Site Evaluation, CI Survey, Expense Sheets, and Weekly Goal Sheets

#### **Grade Determination**

Grading criteria and written objectives are provided in the course syllabus. The DCE determines the final grade for this course. Eighty percent of the total grade is based upon the CPI (completed by the CI). The remaining twenty percent is distributed among various assignments and student responsibilities as previously mentioned.

Criteria for a Passing (P) grade: at a minimum, the student must meet the following established criteria:

1. Ratings which approximate between Advanced Beginner Performance and Advanced Intermediate Performance.
2. No red-flag items checked at the final evaluation.
3. No significant concerns boxes checked at the final evaluation.
4. Progress on the rating scales on each of the performance criteria from the midterm evaluation to the final evaluation.
5. All required paperwork is submitted to DCE on time

Criteria for Failure (F):

1. Failure to fulfill the above Passing (P) criteria upon completion of the course
2. Written CI comments indicate failing performance
3. The student does not achieve goals set in a learning contract
4. The student is asked to terminate the internship before the scheduled conclusion of the course due to unacceptable professional behavior and/or clinical performance problems that are not successfully remediated prior to the end of the course

**\*\*All paperwork is due to the DCE no later than one week following the completion of the internship in an organized format.\*\***

*This Course Syllabus represents faculty expectations on the date produced. Changes may be made by the Course Master as necessary for educational reasons. Any changes will be communicated to students at the earliest possible time.*

*Clarkson University adheres to the Americans With Disabilities Act. Requests for accommodations should be addressed to Clarkson University's Office of Accommodative Services. The Department of Physical Therapy must be notified that a request for accommodation has been submitted*

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## CASE REPORT GUIDELINES

The purpose of this assignment is to use evidence to direct your examination and/or interventions. Through discussion with your clinical instructor, select a patient you will report. Choose your patient wisely. The patient you select may be one that you did not evaluate. Therefore, some items researched in your case report may have to be reviewed retrospectively. You will present your case report to your facility upon completion. Your case should utilize Guide format and terminology.

Required Components:

### **Introduction**

What is the purpose of the case report?

Why is the topic important, what is currently known, is there a gap in the literature?

What literature supports the management of this case?

### **Case Description**

*Subject Description:* History; systems review; prior intervention(s); relation of any co-morbidities that may affect prognosis, goals, expected outcomes, and plan of care; patient's goals—**follow HIPAA**

#### **Guidelines**

*Examination, Evaluation, Diagnosis, & Prognosis:* Rationale for each test & measure; examination procedures clearly defined/explained; reliability and validity of measurements (evidence cited); concise explanation of examination data; discuss decision making process from examination through the evaluation, diagnosis, prognosis to plan of care and selection of interventions

*Intervention:* explain each intervention clearly; rationale for changes in intervention/plan of care over time; time line of intervention and changes/progressions over time; discuss amount of intervention (schedule, missed sessions, compliance, etc)

### **Outcomes**

Operationally define procedures used to obtain measurements; compare outcomes to initial status; address reliability and validity of outcome measurements; include progress made toward goals

### **Discussion**

Relate findings to what others have found

Provide suggestions for future research

Avoid generalizing to other patients

### **Presentation**

Present your findings to your internship site; provide a handout including at a minimum pertinent points, clinically applicable information & references

Guidelines for this assignment have been outlined from: McEwen, Irene (2001) *Writing Case Reports*. APTA Publications, Alexandria, VA.

## APPENDIX A

**Objectives:** Upon completion of PT627, the following objectives will be met:

Through the use of the CPI (original paper version), professional development tool, case report, and Blackboard reflection discussions, the student will demonstrate the following professional practice and patient management skills and abilities:

### **1.0 Professional Practice Expectation: Accountability**

- 1.1 Adhere to legal practice standards, including all federal, state, and institutional regulations related to patient/client care and fiscal management at 100%. **(CPI #5)** CC 5.1
  - 1.1.a Seek the expertise of others in the interpretation and application of laws and regulations. BB, CC 5.1
  - 1.1.b Weigh and balance sources of accountability to determine actions. PDT, CC 5.4
- 1.3 Practice in a manner consistent with the professional code of ethics at 100%. **(CPI #4)** CC 5.3
  - 1.3.a
- 1.4 Change behavior in response to understanding the consequences (positive and negative) of his or her actions at the 80% level. **(CPI #2)** CC 5.4
  - 1.4.a Given a situation in which professional standards may be compromised, assume responsibility for resolving the conflict. BB, CC 5.11
  - 1.4.b Internalizes the results of his or her own actions. PDT, CC 5.12

### **2.0 Professional Practice Expectation: Altruism**

- 2.1 Addresses patient needs for services other than physical therapy as needed at the 75% level. **(CPI #18)** CC 5.6
- 2.2 Place patient's/client's needs above the physical therapist's needs. CC 5.6
  - 2.2.a Incorporate coping strategies and support systems to control and alleviate stress. PDT, CC 5.9

### **3.0 Professional Practice Expectation: Compassion/Caring**

- 3.1 Exhibit caring, compassion, and empathy in providing services to patients/clients at 100%. **(CPI #2)** CC 5.8
- 3.2 Promote active involvement of the patient/client in his or her care at the 80% level. **(CPI #15)** CC 5.9

### **4.0 Professional Practice Expectation: Integrity**

- 4.1 Demonstrate integrity in all interactions with patients/clients, family members, caregivers, other health care providers, students, other consumers, and payers at the 75% level. **(CPI #3)** CC 5.10
  - 4.1.a Balance the elements of power within the clinical environment with actions taken to moderate the environment. BB, CC 5.10
  - 4.1.b Document self-assessment of behaviors related to each core value. **(CPI #3)** CC 5.12
  - 4.1.c Provide examples of how stated professional values are consistent with actions. PDT, CC 5.12

### **5.0 Professional Practice Expectation: Professional Duty**

- 5.1 Demonstrate professional behavior in all interactions with patients/clients, family members, caregivers, other health care providers, students, other consumers, and payers at the 70% level. **(CPI #3)** CC 5.11
  - 5.1.a Self-assess specific actions taken while on clinical internship toward improving societal trust in the profession. PDT, CC 5.12
- 5.2 Participate in self-assessment to improve the effectiveness of care at the 80% level. **(CPI #23)** CC 5.12
  - 5.2.a Utilize feedback from clinical faculty in assessment of professional development. PDT, CC 5.12
  - 5.2.b Analyze professional capabilities and goals by self-assessment, peer review, and continuous quality improvement. PDT, CC 5.13

- 5.2.c Utilize feedback from clinical faculty in assessment of professional development. PDT CC5.12
- 5.2.d Value provision of clinical learning experiences as an important component of personal professional development PDT, CC 5.12
- 5.2.e Acknowledge and accept responsibility for and consequences of his or her action. PDT, CC 5.14
- 5.2.f Compare self-evaluation with feedback from others and incorporate feedback into professional development planning. PDT, CC 5.13
- 5.2.g Take action to build upon professional strengths to rectify professional deficiencies. PDT, CC 5.12

**6.0 Professional Practice Expectation: Communication**

- 6.1 Expressively and receptively communicate in a culturally competent manner with patients/clients, family members, caregivers, practitioners, interdisciplinary team members, consumers, payers, and policy makers at the 80% level. **(CPI #6)** CC 5.17

**7.0 Professional Practice Expectation: Cultural Competence**

- 7.1 Identify, respect, and act with consideration for patients'/clients' differences, values, preferences, and expressed needs in all professional activities at the 80% level. **(CPI #8)** CC 5.18

**8.0 Professional Practice Expectation: Clinical Reasoning**

- 8.1 Use clinical judgment and reflection to identify, monitor, and enhance clinical reasoning in order to minimize errors and enhance patient/client outcomes at the 80% level. **(CPI #9)** CC 5.19
- 8.2 Consistently apply current knowledge, theory, and professional judgment while considering the patient/client perspective in patient/client management at the 80% level. **(CPI #9)** CC 5.20

**9.0 Professional Practice Expectation: Evidence-Based Practice**

- 9.2 Consistently and critically evaluate sources of information related to physical therapy practice, research, and education and apply knowledge from these sources in a scientific manner and to appropriate populations at the 80% level. **(CPI #9)** CC 5.23

**10.0 Professional Practice Expectation: Education**

- 10.1 Effectively educate others using culturally appropriate teaching methods that are commensurate with the needs of the learner at the 80% level. **(CPI #15)** CC 5.26

**11.0 Patient/Client Management Expectation: Screening**

- 11.1 Determine when patients/clients need further examination or consultation by a physical therapist or referral to another health care professional at the 80% level. **(CPI #10)** CC 5.27

**12.0 Patient/Client Management Expectation: Examination**

- 12.1 Examine patients/clients by obtaining a history from them and from other sources at the 80% level. **(CPI #11)** CC 5.28
- 12.2 Examine patients/clients by performing systems review at the 80% levels. **(CPI #11)** CC 5.29
- 12.3 Examine patients/clients by selecting and administering culturally appropriate and age-related tests and measures at the 80% level. **(CPI #11)** CC 5.30

**13.0 Patient/Client Management Expectation: Evaluation**

- 13.1 Evaluate data from the examination (history, systems review, and tests and measures) to make clinical judgments regarding patients/clients at the 80% level. **(CPI #12)** CC 5.31

**14.0 Patient/Client Management Expectation: Diagnosis**

- 14.1 Determine a diagnosis that guides future patient/client management at the 80% level. **(CPI #12)** CC 5.32

**15.0 Patient/Client Management Expectation: Prognosis**

- 15.1 Determine patient/client prognoses at the 80% level. **(CPI #12)** CC 5.33

**16.0 Patient/Client Management Expectation: Plan of Care**

- 16.1 Collaborate with patients/clients, family members, payers, other professionals, and other individuals to determine a plan of care that is acceptable, realistic, culturally competent, and patient/client-centered at the 80% level. **(CPI #13)** CC 5.34
- 16.2 Establish a physical therapy plan of care that is safe, effective, and patient/client-centered at the 80% level. **(CPI #13)** CC 5.35

16.5 Monitor and adjust the plan of care in response to patient/client status at the 80% level. **(CPI #13)** CC 5.38

### **17.0 Patient/Client Management Expectation: Intervention**

17.1 Provide physical therapy interventions to achieve patient/client goals and outcomes at the 80% level. **(CPI #14)** CC 5.39

17.3 Complete documentation that follows professional guidelines, guidelines required of the health care systems, and guidelines required by the practice setting at the 80% level. **(CPI #7)** CC 5.42

17.3.a Demonstrate professional and technically correct oral and written communication skills. BB

17.3.b Communicate expressively and receptively with health care practitioners, consumers, and payers. BB, CC 5.42

17.4 Practice using principles of safety and risk management at 100%. **(CPI #1)** CC 5.43

17.5 Respond effectively to patient/client and environmental emergencies in one's practice setting at 100%. **(CPI #1)** CC 5.44

### **18.0 Patient/Client Management Expectation: Outcomes Assessment**

18.1 Select outcome measures to assess individual and collective outcomes of patients/clients using valid and reliable measures that take into account the setting in which the patient/client is receiving services, cultural issues, and the effect of societal factors such as reimbursement at the 80% level. **(CPI #12)** CC 5.45

18.2 Collect data from the selected outcomes measures in a manner that supports accurate analysis of individual patient/client outcomes at the 80% level. **(CPI #12)** CC 5.46

18.3 Analyze results arising from outcomes measures selected to assess individual outcomes of patients/clients at the 80% level. **(CPI #12)** CC 5.47

### **19.0 Practice Management Expectation: Prevention, Health Promotion, Fitness, and Wellness**

19.2 Promote health and quality of life by providing information on health promotion, fitness, wellness, disease, impairment, functional limitation, disability, and health risks related to age, gender, culture, and lifestyle within the scope of physical therapy practice at the 80% level. **(CPI #24)** CC 5.51

### **20.0 Practice Management Expectation: Management of Care Delivery**

20.3 Provide culturally competent care to patients/clients in various settings in collaboration with other practitioners at the 80% level. **(CPI #8)** CC 5.54

### **21.0 Practice Management Expectation: Practice Management**

21.1 Direct and supervise human resources to meet the patient's/client's goals and expected outcomes at the 80% level. **(CPI #21)** CC 5.57

21.1.a Select appropriate patients/clients for whom care can be directed to PTAs based on pt. complexity and acuity, reimbursement, PTA knowledge/skill, jurisdictional law, etc. BB, CC 5.61

21.2 Participate in financial management of the practice at the 80% level. **(CPI #20)** CC 5.58

21.2.a Participate in billing and reimbursement activities at a facility utilizing their methods for managing pt/client data and financial information. CC 5.58

21.2.b Identify the need to improve risk management practices (including peer review, utilization review, etc.). BB, CC 5.58

### **22.0 Practice Management Expectation: Consultation**

22.1 Provide consultation within boundaries of expertise to businesses, schools, government agencies, other organizations, or individuals at the 80% level. **(CPI #17)** CC 5.62

### **23.0 Practice Management Expectation: Social Responsibility and Advocacy**

23.1 Challenge the status quo of practice to raise it to the most effective level of care. CC 5.63

23.2 Advocate for the health and wellness needs of society. CC 5.64

23.3 Participate and show leadership in community organizations and volunteer service. CC 5.65

23.4 Influence legislative and political processes CC 5.66

23.4.a Demonstrate all APTA Core Values associated with professionalism. PDT, CC 5.11

23.4.b Seek mentors and learning opportunities to develop and enhance the degree to which core values are demonstrated. PDT, CC 5.11

### **EVALUATION:**

The student's grade will be determined based upon overall performance on the CPI, participation in blackboard reflection discussions, case report, and completion of all paperwork including weekly goal sheets, CI Survey and Student Site Evaluation. This course is pass/fail—students must receive 80% of the possible 100 points.

#### Clinical Performance Midterm and Final Evaluation – 80 points (original paper CPI)

The CPI must be completed at midterm and at the end of the internship. VAS ratings and written comments are required by the student and clinical instructor. VAS ratings, CPI criteria comments and summative comments should demonstrate progression of clinical competence in the psychomotor, knowledge and affective domains between midterm and final assessments. These separate assessments should be discussed in formal meetings at the midpoint and completion of the internship for assessment and planning of the experience.

##### *Midterm:*

- The DCE or another faculty member will call or visit the site at midterm to check the student's status. If the student or CI has any concerns/red flags earlier than midterm, please contact the DCE immediately so that the issues can be addressed promptly.
- The student is required to complete Part 2 of the Student Site Evaluation and discuss it with the clinical instructor during the midterm meeting to facilitate the supervision and teaching strategies required for the remaining half of the internship.

##### *Final*

- Please see the course objectives for required CPI criteria for PT627. Any VAS rating less than the required level should be noted as a significant clinical concern. Contact with the DCE is required as the student is at risk for failure of the course. Narrative comments should support the VAS rating and demonstrate the achievement of the passing level.
- The student is required to complete Part 1 of the Student Site Evaluation and obtain the clinical instructor's signature.

### **Grade Determination**

Grading criteria and written objectives are provided in the course syllabus. The student's performance must meet established criteria and objectives to earn a grade of Pass.

**Criteria for a Passing (P) grade:** at a minimum, the student must meet the following established criteria:

1. Completion of the CPI evaluation from both the student and CI at midterm and final including the 24 performance criteria VAS and narrative comments, midterm and final summative comments, and signatures
2. Performance on VAS of each CPI criteria meets or exceeds the course requirement
3. Written CI comments support VAS
4. No red flags indicated for the first five performance criteria
5. All required paperwork is submitted to DCE on time

### **Criteria for Failure (F):**

1. Failure to fulfill the above Passing (P) criteria upon completion of the course
2. Written CI comments indicate failing performance regardless of VAS
3. The student does not achieve goals set in a learning contract
4. The student is asked to terminate the internship before the scheduled conclusion of the course due to unacceptable professional behavior and/or clinical performance problems that are not successfully remediated prior to the end of the course

**CPI CRITERIA FOR CLINICAL INTERNSHIPS**

Expected levels of performance for the second full-time internship utilizing the paper CPI:

|  | <b>PT 627</b> |
|--|---------------|
| Practices in safe manner that minimizes risk to patient, self, and others  | 100%          |
| Presents self in a professional manner   | 100%          |
| Demonstrates professional behavior during interactions with others.  | 75%           |
| Adheres to ethical practice standards  | 100%          |
| Adheres to legal practice standards.   | 100%          |
| Communicates in ways that are congruent with situational needs.  | 80%           |
| Produces documentation to support the delivery of physical therapy services  | 80%           |
| Adapts delivery of PT care to reflect respect for and sensitivity to individual difference.  | 80%           |
| Applies principles of logic and the scientific method to the practice of physical therapy.   | 80%           |
| Screens patients using procedures to determine the effectiveness of and need for PT services.  | 80%           |
| Performs a physical therapy patient examination.   | 80%           |
| Evaluates clinical findings to determine PT diagnoses and outcomes of care.  | 80%           |
| Designs a PT plan of care that integrates goals, treatment, outcomes, and discharge plan.  | 80%           |
| Performs PT interventions in a competent manner.   | 80%           |
| Educates others (patients, family, caregiver, staff, students, other health care providers) using relevant and effective teaching methods. | 80%           |
| Participates in activities addressing quality of service delivery.   | 80%           |
| Provides consultation to individuals, businesses, schools, government agencies or other organizations.                                     | 80%           |
| Addresses patient needs for services other than PT as needed.  | 80%           |
| Manages resources (e.g. time, space, equipment) to achieve goals of the practices setting.   | 80%           |
| Incorporates an understanding of economic factors in the delivery of PT services.  | 80%           |
| Uses support personnel according to legal standards and ethical guidelines.  | 80%           |
| Demonstrates that a PT has professional/social responsibilities beyond those defined by work expectations and job description.             | 80%           |
| Implements a self-directed plan for professional development and lifelong learning.  | 80%           |
| Addresses primary and secondary prevention, wellness, and health promotion needs of individuals, groups, and communities.                  | 80%           |