

**University of Iowa Carver College of Medicine
Physical Therapy and Rehabilitation Science
CLINICAL INTERNSHIP EVALUATION TOOL ***

Student Name:

Clinical Facility:

Type of Internship:

Dates of Internship:

Midterm: **Final:** (check one)

Days Absent:

Days Made Up:

Primary Clinical Instructor:

Primary Clinical Instructor's Phone Number:

Primary Clinical Instructor's E-mail:

Entry-level PT degree earned:

Highest degree earned:

Degree area:

Years experience as a CI:

Years experience as a clinician:

Areas of expertise:

Clinical Certification, specify area:

APTA Credentialed CI: Yes No

Other CI Credential: State: Yes No

Professional organization memberships: APTA Other

Additional Clinical Instructor:

Additional Clinical Instructor's Phone Number:

Additional Clinical Instructor's E-mail:

Entry-level PT degree earned:

Highest degree earned:

Degree area:

Years experience as a CI:

Years experience as a clinician:

Areas of expertise:

Clinical Certification, specify area:

APTA Credentialed CI: Yes No

Other CI Credential: State: Yes No

Professional organization memberships: APTA Other

Please Return to: Byron Bork or Kelly Sass, Academic Coordinators of Clinical Education, University of Iowa, Physical Therapy and Rehab Science, 1-252 Medical Education Building, Iowa City, IA 52242-1190; Email: Byron-bork@uiowa.edu; Kelly-Sass@uiowa.edu

Clinical Internship Evaluation Tool Instructions

INTRODUCTION

This internship student evaluation was developed by The University of Pittsburgh in recognition that in the present day health care environment, a student graduating from an entry-level physical therapy program must be ready to “hit the ground running.” The graduate should be able to skillfully manage patients in an efficient manner while achieving an effective outcome. At the University of Iowa, we strive to achieve this goal through both the didactic and the clinical education portions of our curriculum. In order for this tool to be an effective and reliable measure, students *must* be rated against the standard of a competent clinician who meets the above criteria.

USING THE FORM

This form is composed of two sections. The first section, ***Professional Behaviors***, evaluates Safety, Standards of Conduct, Initiative, and Communication Skills. The second section, ***Patient Management*** evaluates the student’s ability to efficiently manage a patient with an effective outcome. It is divided into four subsections (1) Examination, (2) Evaluation, (3) Diagnosis/Prognosis, and (4) Intervention.

When evaluating the student on ***Professional Behaviors***, the frequency of appropriate behavior is the construct being measured. The occurrence of the appropriate behavior is rated as: *Never* (0% occurrence), *Rarely*, *Sometimes* (50% occurrence), *Most of the Time*, or *Always* (100% occurrence). In all clinical experiences, we expect the student to practice in a safe manner, act ethically, show initiative and demonstrate appropriate professional behavior. **Note that you cannot mark “Not Observed” on these behaviors**, with the exception being communication skills. You may mark “not observed” for communication skills if the student has not had the opportunity to demonstrate a particular skill. For instance, if the student has had no opportunity to communicate with other professionals this would be “not observed.” If there are any concerns, or if you have positive feedback for the student, please elaborate in the “Comments” section. We expect the student to “*Always*” demonstrate ***Professional Behaviors*** in the clinic, with the exception of Communication Skills, which may be developing during the initial clinical education experiences.

When evaluating the student’s ***Patient Management*** skills, please keep in mind that the student should be compared to a ‘*competent clinician who skillfully manages patients in an efficient manner to achieve an effective outcome*’. This form is designed for use with all patient types, thus the student can be evaluated based on your clinic population.

Please score the ***Patient Management*** section as follows:

Well Below: Student requires a great deal of guidance including instructions and verbal cueing to complete a task.

Below: Student requires some supervision and/or has difficulty with time management while completing the task.

At that Level: Student is at the level of a competent clinician. Student can carry an appropriate caseload for your clinic and achieve effective outcomes with patients.

Above: Student is performing above the level of a competent clinician in your clinic. Clinical skills are highly effective and demonstrate the most current evidence in practice. The student can carry a higher than expected caseload.

Well Above: This is reserved for the student who demonstrates skills at the level of a master clinician or clinical specialist.

Please use the comment page for specific areas of concern and/or positive feedback.

The faculty and the student value your candid, honest opinions. On page 8 you are asked to make a global rating about the student. Our expectation is that the student will have met the level of a competent clinician for all skills by the end of the final internship, prior to that the student may have skills that fall below that level while still receiving a passing grade. For professional behaviors the student should be consistently performing at the level “*Always*”. Please let the ACCE know immediately if there is a problem in any area of ***Professional Behaviors***.

Please complete this form and review it with the student at midterm and at the end of the internship. In addition, the student should complete a self-evaluation at both midterm and final using their own copy of the CIET. Do not hesitate to call the Graduate Program in Physical Therapy at any time during the internship with questions or concerns regarding use of this tool or the student’s performance. The Program phone number is 319/335-9791.

REFERENCES:

American Physical Therapy Association. Guide to Physical Therapist Practice, ed. 2. Physical Therapy 81[1]. 2001

Sackett et al. Clinical Epidemiology A Basic Science for Clinical Medicine. 1991.

World Health Organization (2001) International Classification of Impairments, Disabilities and Health. Geneva: World Health Organization.

STUDENT NAME:

STANDARDS & BENCHMARKS	RATING					
PROFESSIONAL BEHAVIORS	Never	Rarely	Some- times	Most of the Time	Always	Not Observed
SAFETY						
1. Follows Health and Safety Precautions (e.g. Universal/Standard Precautions)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Takes appropriate measures to minimize risk of injury to self (e.g. appropriate body mechanics)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Takes appropriate measures to minimize risk of injury to patient (e.g. chooses correct level of assist)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Comments:						
PROFESSIONAL ETHICS						
1. Demonstrates compliance with all regulations regarding patient privacy, confidentiality, and security. (e.g. HIPAA, State PT Practice Act)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Demonstrates positive regard for patients/peers during interactions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Demonstrates cultural competence; shows tolerance of and sensitivity to individual differences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Adheres to ethical and legal standards of practice, including State Practice Act and APTA Code of Ethics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Maintains appropriate appearance and attire in accordance with the facility's dress code	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. Maintains appropriate professional conduct and demeanor as per the APTA Guide for Professional Conduct	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. Demonstrates awareness of patients' rights and responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Comments:						
STANDARDS & BENCHMARKS	RATING					
PROFESSIONAL BEHAVIORS	Never	Rarely	Some- times	Most of the Time	Always	Not Observed
INITIATIVE						
1. Recognizes and maximizes opportunity for learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Accepts and implements suggestions from constructive criticism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

3. Utilizes available resources for problem solving	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Is a positive contributor to the efficient operation of the clinic through the demonstration of teamwork and flexibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Comments:						
COMMUNICATION SKILLS						
<i>Communicates verbally with precise and appropriate terminology and in a timely manner.</i>						
1. With patients and families/caregivers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. With healthcare professionals (e.g. MD, nurses, insurance carriers, case managers, OT, ST, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Communicates in writing with precise and appropriate terminology and in a timely manner.</i>						
3. Documentation standards (e.g. concise, accurate, legible; conforms with standard procedures)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. With professionals (e.g. documentation, letters, plans of care, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. With patients and families/caregivers (e.g. patient home programs, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:						

Student signature: _____

Date: _____

Clinical Instructor signature: _____

Date: _____

Please compare the student to the competent clinician who is able to skillfully manage patients in an efficient manner to achieve an effective outcome. (Refer to page 3 for RATING definitions)

STANDARDS & BENCHMARKS	RATING				
	Well Below	Below	At that Level	Above	Well Above
PATIENT MANAGEMENT					
EXAMINATION					
1. Obtains an accurate history of current problem	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Identifies problems related to activity limitations and participation restrictions using standardized outcomes instruments when available	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Performs systems review and incorporates relevant past medical history	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Generates an initial hypothesis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Generates alternative hypotheses (list of differential dx)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Selects evidence-based tests and measures to confirm or disconfirm hypotheses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Recognizes contraindications for further tests and measures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Demonstrates appropriate psychomotor skills when performing tests and measures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
EVALUATION (Analysis and synthesis of exam results; critical thinking skills)					
1. Makes correct clinical decisions based on the data gathered in the examination (confirms/disconfirms initial and alternative hypotheses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Identifies impairments in body structure and function; activity limitations; and participation restrictions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Administers further tests and measures as needed for appropriate clinical decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
DIAGNOSIS/PROGNOSIS					
1. Determines a diagnosis for physical therapy management of the patient	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Determines expected outcomes (using standardized indices of activity limitations and participation restrictions where applicable) of physical therapy interventions (goals)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Selects appropriate physical therapy interventions or makes appropriate consultations or referrals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Determines appropriate duration and frequency of intervention; considers cost effectiveness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Determines criteria for discharge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
INTERVENTION					
1. Adheres to evidence during treatment selection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Applies effective treatment using appropriate psychomotor skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Incorporates patient/family education into treatment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Incorporates discharge planning into treatment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Assesses progress of patient using appropriate measures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. Modifies intervention according to patient/client's response to treatment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Recognizes when expected outcome has been reached and makes appropriate recommendations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8 Recognizes psychosocial influences on patient management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Appropriately utilizes the PTA/support staff for interventions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please comment here on the specific areas of concern or areas of strength.
Examination:
Evaluation:
Diagnosis/Prognosis:
Intervention:

1. Global Rating of Student Clinical Competence

On a scale from 0 to 10, how does the student compare to a competent clinician who is able to skillfully manage patients in an efficient manner to achieve effective patient/client outcomes in your practice setting?

Place an "X" in the box which best describes the student.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
0	1	2	3	4	5	6	7	8	9	10

*Well Below
a competent
clinician*

*At the Level
of a competent
clinician*

*Well Above
a competent
clinician*

2. Is the student performing at a level that is satisfactory for his/her current level of education?

Yes

No

If no, please explain:

.....

Student Signature: _____

Date: _____

Clinical Instructor Signature: _____

Date: _____

Student self-evaluation discussed with the clinical instructor

At midterm: yes

no

At final: yes

no

*Revised March 2009, modifications made with permission of the University of Pittsburgh

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Fitzgerald, LM, Delitto, A, & Irrgang, JJ. Validation of the Clinical Internship Evaluation Tool. *Phys Ther.* 2007; 87:1-17.