



Department of Physical Therapy

Clinical Internship Information for Clinical Sites Class of 2015 and Beyond

Laurie Kontney, PT, MS, DPT, CEEAA
Director of Clinical Education
(414) 288-3383
laurie.kontney@marquette.edu

Danille Parker, PT, DPT, GCS, CEEAA
Director of Clinical Education
(414) 288-3179
danille.parker@marquette.edu



Internship Requirements

MUPT ensures the following requirements are in place for all students participating in an internship experience.

- ✓ **Proof of Medical Insurance Coverage:** i.e. copy of insurance card, letter from provider, etc.
- ✓ **MMR:** Requires documented proof by a health care provider of two vaccinations or titer
- ✓ **TB Test:** completed within one year of internship end date, or as required by clinical facility if different
- ✓ **CPR** (infant, child, 1 and 2 person adult, AED): effective throughout internship
- ✓ **OSHA Training** (yearly): completed at Marquette University
- ✓ **Hepatitis B:** 3 vaccinations or a signed waiver
- ✓ **Background Information Disclosure Form:** State of WI
- ✓ **Criminal Background Check:** Completed for all states in which student has lived or worked since they were 18, including WI and the WI Caregiver Background Check.
- ✓ **Yearly flu vaccination:** The regular seasonal intramuscular flu shot or intranasal vaccination is adequate for most facilities.

When students have fulfilled all MUPT requirements listed above, they are provided with a letter to give to their internship site stating these requirements have been met and proof is on file in the MUPT department. A sample of that letter is included within this section of the handbook.

MUPT does not send copies of the requirements to your individual clinical sites. **NOTE: This includes copies of the Background Information Disclosure Forms and the Criminal Background Check results.** If your facility requires copies, it is the student's responsibility to send copies to you.

In addition, the students are instructed to maintain their own portfolio of this information and bring it with them to each internship.

Additional facility requirements

We realize that facilities may have clinical requirements beyond those of Marquette University. Students are instructed to check the most recent CSIF's contained in our files as well as to inquire within their introductory letters about any additional requirements your facility may have. Students are then required to document these additional requirements, complete them, and provide proof of their completion to MUPT department prior to receiving their internship requirements letter.

Certificate of Insurance

In lieu of certificate of insurances, our risk management department has constructed a pdf document outlining the insurance coverage summary. You can link to this file here:

<http://www.marquette.edu/riskunit/riskmanagement/documents/INSURANCECOVERAGESUMMARY11-01-2014.pdf> . Please contact Laurie or Danille with any questions.

SAMPLE LETTER OF CLINICAL REQUIREMENTS MET

MEMO

DATE:

TO: CENTER COORDINATOR FOR CLINICAL EDUCATION

FROM: DANILLE PARKER, PT, MPT, DPT, GCS, CEEAA, DCE
LAURIE B. KONTNEY, PT, MS, DPT, CEEAA, DCE

RE: INTERNSHIP CONTRACTUAL REQUIREMENTS

This memo is to verify that **(Student's Name)** has successfully met all of the internship contractual requirements:

- Current medical insurance
- OSHA certification
- CPR certification
- MMR vaccinations
- TB test within past 1 year
- Hepatitis B (vaccinations or waiver)
- Background Information Disclosure Forms
- Criminal Background Checks
- Yearly Flu Vaccination
- as well as any additional requirements your facility may have (i.e. physical, proof of chicken pox titer, 2-step TB test).

If you have any question or comments, please feel free to give either one of us a call at (414) 288-7161. Thank you for your participation.



DEPARTMENT OF PHYSICAL THERAPY

Attendance Guidelines for Clinical Internships

Sick Time

The student is allowed one sick day during the course of their internship. It is up to the discretion of the CI as to whether or not the student needs to make up that missed day.

If the student is sick more than one day, they must call Laurie or Danille to notify them of the absences, and will need to make up this time.

Time off

There is no time off allowed during the course of your internships, except for emergencies or illness (see sick time policy). In the case of an emergency, please contact Laurie or Danille. If the student is off from their clinical due to a holiday, we strongly recommend they make up this time, but we leave this decision up to the discretion of the CI.

Vacation Time

Absolutely no vacation time is allowed during the course of an internship

Make up time

Any make up time must be related to patient care experiences. Extra time needed to complete duties that should be completed in the course of a typical clinical day should not be included in make-up time (i.e. staying late one hour each day to complete documentation, billing, scheduling, etc...).

Please feel free to call us if you have any questions: Danille (414) 288-3179
 Laurie (414) 388-3383

Certificate of Insurance

A copy of the certificate of insurance can be found at this link:

<http://www.marquette.edu/riskunit/riskmanagement/documents/INSURANCECOVERAGESUMMARY1-01-2014.pdf>

Internship Expectations

Marquette University utilizes the APTA Weekly Planning Forms, Professional Behaviors and PT Clinical Performance Instrument (CPI) Web 2006 for all internship experiences. Through use of the tool, and listening to CI and student feedback, we have developed specific expectations for each internship experience. (See individual internship information for expectations)

The PT CPI 2006 includes 18 performance criteria that describe the essential aspects of professional practice of a physical therapist clinician performing at entry-level. The performance criteria are grouped by the aspects of practice that they represent. Items 1-6 are related to professional practice, items 7-15 address patient management, and items 16-18 address practice management. The rating scale was designed to reflect a continuum of performance ranging from “Beginning Performance” to “Beyond Entry-Level Performance.” The rating scale was not designed to be a visual analog scale. Each performance criterion is rated relative to entry-level practices as a physical therapist, where entry level is defined as:

- A student who requires no guidance or clinical supervision with simple or complex patients. Consults with others and resolves unfamiliar or ambiguous situations. At this level, the student is consistently proficient and skilled in simple and complex tasks for skilled examinations, interventions, and clinical reasoning. The student is able to maintain 100% of a full-time physical therapist’s caseload in a cost effective manner. See Appendix C (attached) for the complete anchor definitions.

To assist in the use of the CPI, we recommend the use of ‘Appendix C’ on the PT CPI Web. This serves as a nice "cheat sheet" that defines all *Performance Dimensions* and *Anchor Criteria* that should guide your comments and ratings. We suggest you keep this next to you as a reference when writing comments and determining ratings. Please feel free to call us with any questions regarding the internship assessment of our students at your facility.

This definition encompasses the five performance dimensions that should be considered in your evaluation of the student on each skill (see CPI instructions):

Supervision/guidance required
Quality of care
Complexity of tasks/environment
Consistency of performance
Efficiency of performance

Please keep these performance dimensions in mind when completing the rating scale and providing supportive comments for each skill. If you rate a student below minimal expectations (as defined in the following sections) for a skill, please utilize the performance dimensions in your comments to support your rating of the student’s performance. Hopefully, this will help you and the student to develop learning objectives/plan of action for the remainder of the internship and/or help us establish learning objectives with the student for the next internship experience.

To us, the CPI definition of entry-level does not necessarily mean that an entry-level clinician can independently treat a case load, but that they can efficiently and effectively manage a case load. This would include the ability to determine what a patient needs and provide that care and/or determine who is most appropriate to provide that care. Following are two specific examples of entry-level interpreted in this manner:

- 1) I am a new grad and just evaluated a cervical patient that I feel has a facet problem. However, I am not proficient at performing the joint mobilizations necessary for that patient to maximally benefit from PT services. Realizing this, I consult with a colleague who I feel can provide that component of the treatment.
- 2) My student has never treated a Guillian-Barre patient, but has shown excellent clinical problem-solving and critical thinking skills when faced with other diagnosis for the first time. Based on this judgment, I feel confident that when presented with a patient with this diagnosis for the first time, the student would effectively evaluate and provide treatment to that patient and seek out appropriate resources as needed.

APPENDIX C

DEFINITIONS OF PERFORMANCE DIMENSIONS AND RATING SCALE ANCHORS

| CATEGORY | DEFINITIONS |
|-----------------------------------|--|
| Performance Dimensions | |
| Supervision/ Guidance | <p>Level and extent of assistance required by the student to achieve entry-level performance.</p> <ul style="list-style-type: none"> As a student progresses through clinical education experiences, the degree of supervision/guidance needed is expected to progress from 100% supervision to being capable of independent performance with consultation and may vary with the complexity of the patient or environment. |
| Quality | <p>Degree of knowledge and skill proficiency demonstrated.</p> <ul style="list-style-type: none"> As a student progresses through clinical education experiences, quality should range from demonstration of limited skill to a skilled performance. |
| Complexity | <p>Number of elements that must be considered relative to the task, patient, and/or environment.</p> <ul style="list-style-type: none"> As a student progresses through clinical education experiences, the level of complexity of tasks, patient management, and the environment should increase, with fewer elements being controlled by the CI. |
| Consistency | <p>Frequency of occurrences of desired behaviors related to the performance criterion.</p> <ul style="list-style-type: none"> As a student progresses through clinical education experiences, consistency of quality performance is expected to progress from infrequently to routinely. |
| Efficiency | <p>Ability to perform in a cost-effective and timely manner.</p> <ul style="list-style-type: none"> As the student progresses through clinical education experiences, efficiency should progress from a high expenditure of time and effort to economical and timely performance. |
| Rating Scale Anchors | |
| Beginning performance | <ul style="list-style-type: none"> A student who requires close clinical supervision 100% of the time managing patients with constant monitoring and feedback, even with patients with simple conditions. At this level, performance is inconsistent and clinical reasoning* is performed in an inefficient manner. Performance reflects little or no experience. The student does not carry a caseload. |
| Advanced beginner performance | <ul style="list-style-type: none"> A student who requires clinical supervision 75% – 90% of the time managing patients with simple conditions, and 100% of the time managing patients with complex conditions. At this level, the student demonstrates consistency in developing proficiency with simple tasks (eg, medical record review, goniometry, muscle testing, and simple interventions), but is unable to perform skilled examinations, interventions, and clinical reasoning skills. The student may begin to share a caseload with the clinical instructor. |
| Intermediate performance | <ul style="list-style-type: none"> A student who requires clinical supervision less than 50% of the time managing patients with simple conditions, and 75% of the time managing patients with complex conditions. At this level, the student is proficient with simple tasks and is developing the ability to consistently perform skilled examinations, interventions, and clinical reasoning. The student is <u>capable of</u> maintaining 50% of a full-time physical therapist's caseload. |
| Advanced intermediate performance | <ul style="list-style-type: none"> A student who requires clinical supervision less than 25% of the time managing new patients or patients with complex conditions and is independent managing patients with simple conditions. At this level, the student is consistent and proficient in simple tasks and requires only occasional cueing for skilled examinations, interventions, and clinical reasoning. The student is <u>capable of</u> maintaining 75% of a full-time physical therapist's caseload. |
| Entry-level performance | <ul style="list-style-type: none"> A student who is <u>capable of</u> functioning without guidance or clinical supervision managing patients with simple or complex conditions. At this level, the student is consistently proficient and skilled in simple and complex tasks for skilled examinations, interventions, and clinical reasoning. Consults with others and resolves unfamiliar or ambiguous situations. The student is <u>capable of</u> maintaining 100% of a full-time physical therapist's caseload in a cost effective manner. |
| Beyond entry-level performance | <ul style="list-style-type: none"> A student who is <u>capable of</u> functioning without clinical supervision or guidance in managing patients with simple or highly complex conditions, and is able to function in unfamiliar or ambiguous situations. At this level, the student is consistently proficient at highly skilled examinations, interventions, and clinical reasoning, and is a capable of serving as a consultant or resource for others. The student is <u>capable of</u> maintaining 100% of a full-time physical therapist's caseload and seeks to assist others where needed. The student is capable of supervising others. The student willingly assumes a leadership role* for managing patients with more difficult or complex conditions. |

**Marquette University Physical Therapy
DPT Curriculum Class of 2015**

| DPT-4 | Fall Semester | Spring Semester | Summer Session |
|--------------|--|---|---|
| | Patient Management I | Pathophysiology and Aging | Differential Diagnosis |
| | Culture and Disability | Pain Mechanisms | Physical Technologies/Electrotherapy |
| | Human Gross Anatomy | Tests and Measures | Diagnostic Imaging and Testing |
| | Human Physiology | General Pathology | Intro Evidence Based Decision Making in Clinical Practice |
| | Health Care Policy/Management | Kinesiology I (UE) | Patient Management II |
| | Medical Ethics | Pharmacology | |
| DPT-5 | Fall Semester | Spring Semester | Summer Session |
| | Applied Evidence Based Decision Making | Advanced Kinesiology | Internship II (10 weeks) |
| | Orthopedics I (UE) | Neuroanatomy | (Any 10 wks from May-Aug) |
| | Kinesiology II (LE/Spine) | Neurological Rehab I | |
| | Patient. Management III | Lifespan Development | |
| | Physiology of Activity | Wound Management/Integumentary PT | |
| | Internship I (last 4 wks of the semester) | Orthopedics II (LE/Spine) | |
| DPT-6 | Fall Semester | Spring Semester | |
| | Critically Appraising & Contributing to the Evidence for Clinical Practice | Internship III & IV (each 8 weeks long) | |
| | Pediatric Disorders/Intervention Strategies | One rotation must be in a multidisciplinary inpatient setting | |
| | Cardiovascular and Pulmonary PT | | |
| | Clinical Issues and Decision Making | One rotation is the student's choice | |
| | Neurological Rehabilitation II | | |
| | Advanced Electives | May Graduation | |

**Marquette University Physical Therapy
DPT Curriculum Class of 2016 and beyond**

| DPT-4 | Fall Semester | Spring Semester | Summer Session |
|--------------|--|---|---|
| | Patient Management I | Pathophysiology and Aging | Differential Diagnosis |
| | Culture and Disability | Patient Management II | Physical Technologies/Electrotherapy |
| | Human Gross Anatomy | Tests and Measures | Diagnostic Imaging and Testing |
| | Human Physiology | General Pathology | Intro Evidence Based Decision Making in Clinical Practice |
| | Health Care Policy/Management | Kinesiology I (UE) | Wound Management/Integumentary PT |
| | Medical Ethics | Pharmacology | |
| DPT-5 | Fall Semester | Spring Semester | Summer Session |
| | Applied Evidence Based Decision Making | Advanced Kinesiology | <i>Internship II (10 weeks)</i> |
| | Orthopedics I (UE) | Neuroanatomy | (Any 10 wks from May-Aug) |
| | Kinesiology II (LE/Spine) | Neurological Rehab I | |
| | Patient. Management III | Lifespan Development | |
| | Physiology of Activity | Pain Mechanisms | |
| | <i>Internship I (last 4 wks of the semester)</i> | Orthopedics II (LE/Spine) | |
| DPT-6 | Fall Semester | Spring Semester | |
| | Critically Appraising & Contributing to the Evidence for Clinical Practice | <i>Internship III & IV (each 8 weeks long)</i> | |
| | Pediatric Disorders/Intervention Strategies | One rotation must be in a multidisciplinary inpatient setting | |
| | Cardiovascular and Pulmonary PT | | |
| | Clinical Issues and Decision Making | One rotation is the student's choice | |
| | Neurological Rehabilitation II | | |
| | Advanced Electives | May Graduation | |



Performance Expectations for Internship 1

This first internship experience occurs in the Fall semester (Nov.-Dec.) of the DPT5 year. Interns will come into this internship with varying levels of skill and knowledge due to previous work experience. As this is an integrated internship, all academic coursework has not yet been completed. See enclosed MUPT DPT curriculum for courses student will have completed prior to this experience.

Learning Units

All interns are required to complete daily structured learning units during the 4 week internship. The learning units are designed to assist the students in developing clinical decision-making skills and utilize a variety of resources, rather than relying on CI input and/or observation.

The CI can help guide the intern in selecting appropriate patient cases and in seeking out other resources for completion of the learning units. The learning units allow the CI the flexibility to complete other activities, without the intern having to be with the CI the entire time, i.e. Learning Unit #1 requires the intern to research the pathophysiology of primary and secondary medical and physical therapy diagnosis.

APTA Weekly Planning Forms

Interns are expected to self-assess and reflect on their weekly performance, progress toward goals, as well as areas for improvement. We expect the intern to show weekly progress and identify multiple goals for the following week based on their reflection. To achieve this outcome, the intern will use the **APTA Weekly Planning Forms** at the end of each week of the internship. Weekly goals must be written in a ‘SMART’ format (specific, measurable, achievable, results oriented, time bounded). Interns are expected to write their own goals with CI input after (edit and/or add as needed). We do ask that CIs please take time to provide written feedback each week to assist the intern in setting goals and in

gauging progress and accuracy of self-assessment.

Professional Behaviors

The intern completes the Professional Behaviors self-assessment at the **end** of the experience. The CI does not have to complete the form, but is asked to review the intern’s self-assessment and provide feedback as appropriate.

PT Clinical Performance Instrument 2006

Please refer to the PT CPI Web “Appendix C” to guide comments and ratings.

Midterm Evaluation: Due to the short duration of the first internship, the formal **mid-term** assessment is minimized. There is no need to complete a formal online web CPI rating for the midterm time frame. However, we ask that the **midterm summary comments page** (students will have a copy for you) be completely filled out. This should be completed by CI and Student prior to midterm discussion.

Final Evaluation: A formal final assessment on all of the skills on the PT CPI Web is required. Please rate and comment on each section completely.

We have established the following **minimal performance criteria** on the PT CPI:

- The student must be **at or between Advanced Beginner Performance and Intermediate Performance** on all CPI skills, as assessed by the clinical instructor.

Internship Assessment Checklist – Internship I

- Day 1 – Student is to fax or email Laurie or Danille the First Day Fax form with name, email and all required information of CI.**

- Daily – Learning Units (as indicated on the learning units). It is the student’s responsibility to ensure completion of the learning units and seeking feedback from the CI. Learning Units must be turned in at the end of the internship for review from DCE to achieve a Satisfactory grade.**

- End of each Week 1-4**
 - **Weekly Planning Form-** Intern summarizes the week’s performance and writes goals for the following week. Weekly reflections should include: 1) overall self-assessment on performance and how felt; 2) progress toward goals; and 3) areas for improvement. CI reviews and adds comments, may revise goals as appropriate. Weekly goals must be written in a ‘SMART’ format (specific, measurable, achievable, results oriented, time bound). Interns must write own goals with CI input as needed.

- End of Week 1**
 - **Weekly Planning Form** - as above

- End of Week 2**
 - **Weekly Planning Form** - as above
 - **Student and CI complete midterm SUMMARY COMMENTS**– we do not require formal midterm rating on the CPI skills for the midterm assessment of this first clinical experience.

- End of Week 3**
 - **Weekly Planning Form** - as above

- End of Week 4 (end of clinical)**
 - **Weekly Planning Form-** as above, no need for goals
 - **CPI** – one CPI is completed by student, one by the CI. Students are expected to complete their CPI prior to discussion at the final assessment. Use of the *Performance Dimensions* and *Anchor Criteria* are required to defend ratings.

We have established the following **minimal performance criteria** for the PT CPI 2006:

- ✓ The student must be **at or between Advanced Beginner Performance and Intermediate Performance** on all CPI skills, as assessed by self and the clinical instructor.

- **Professional Behaviors** – completed by student only, CI reviews and provides comments as needed and signs off.
- **APTA Physical Therapist Student Evaluation: Clinical Experience and Clinical Instruction** - completed by the student to provide feedback to the facility and CI.

NOTE: This information will be made available to future students going through the site selection process only if it has been shared with the CI.

- **Facility specific requirements** – the student is expected to complete any additional requirements that the facility may have.

Upon completion of the internship, it is the student's responsibility to ensure that all evaluation materials are received by the Department of Physical Therapy at Marquette University within **five business days.**

We strongly encourage you to pre-purchase a US Post Office Priority Mail Envelope (\$5.75) and have it all ready to stuff and send at the end of your final internship day.

Address if sending U.S. Post Office Priority Mail, Fed Ex, UPS, etc.

Marquette University
Department of Physical Therapy SC 346
561 N. 15th Street
Milwaukee, WI 53233

Address if sending via regular U.S. Post Office

Marquette University
Department of Physical Therapy
PO Box 1881
Milwaukee, WI 53201-1881

PLEASE do not trifold paperwork and place in a standard envelope. The folds make it very difficult to file paperwork which we are required to keep for at least 7 years.



Practicum (Internship) 2

This internship experience occurs in the summer between the 5th and 6th year in the program. Students will have just one semester of didactic work remaining before their terminal internship experiences. The remaining coursework for that final semester consists of neurological treatment, pediatrics, cardiopulmonary, and an advanced elective in their specialty area of choice. See attached curriculum to determine completed coursework.

Determination of Dates

Any 10 weeks starting the Monday after graduation (Mid-May) and ending on Friday the week before classes are scheduled to begin for the Fall semester (2nd to last or last week of August).

If the internship site does not specify specific dates on the commitment form, dates are determined between the student and the internship site.

APTA Weekly Planning Forms

Interns are expected to self-assess and reflect on their weekly performance, progress toward goals as well as areas for improvement. We expect the intern to show weekly progress and identify multiple goals for the following week based on their reflection. To achieve this outcome, the intern will use the **APTA Weekly Planning Forms** at the end of each week of the internship. Weekly goals must be written in a 'SMART' format (specific, measurable, achievable, results oriented, time bounded). Interns are expected to write their own goals with CI input after (edit and/or add as needed). We do ask that CIs please take time to provide written feedback each week to assist the intern in setting goals and in gauging progress and accuracy of self-assessment.

Professional Behaviors

The intern completes the Professional Behaviors self-assessment at the **midterm and final** point of the internship experience. The CI does not have to complete the form, however is asked to review the intern's self-assessment and provide feedback as appropriate.

PT Clinical Performance Instrument 2006

Please refer to the PT CPI Web "appendix C" to guide comments and ratings.

Midterm Evaluation: A formal midterm assessment on all of the skills on the PT CPI Web is required at midterm. This should be completed by the CI and Intern prior to midterm discussion. The Intern should sign off prior to the review so that their comments and ratings can be seen and so that they do not change them based on discussion. When changes are made based on discussion; this no longer constitutes self-assessment which is a valuable tool in guiding future learning experiences.

Final Evaluation: A formal final assessment on all of the skills on the PT CPI Web is required at final as above. Please rate and comment on each section completely.

Performance Expectations

At the final evaluation of the 10 week internship, the student is expected to be **at or above Advanced Intermediate Performance** for all skills of the CPI. Use these expectations as a guideline for gauging student progress throughout the 10 weeks and to establish learning objectives with the student(s) as needed, and/or to call Laurie or Danille if you feel the student will not be able to meet these expectations. Advanced Intermediate Performance is defined as:

- A student who requires clinical supervision less than 25% of the time managing new patients or patients with complex conditions and is independent managing patients with simple conditions. At this level, the student is consistent and proficient in simple tasks and requires only occasional cueing for skilled examinations, interventions, and clinical reasoning. The student is **capable of** maintaining 75% of a full-time physical therapist's caseload.



- ❑ **Day 1 – Student is to fax or email Laurie or Danille the First Day Fax form with name, email and all required information of CI.**

- ❑ **End of each Week 1-10**
 - **Weekly Planning Form** – Intern summarizes the week’s performance and writes goals for the following week. Weekly reflections should include: 1) overall self-assessment on performance and how felt; 2) progress toward goals; and 3) areas for improvement. CI reviews and adds comments, may revise goals as appropriate. Weekly goals must be written in a ‘SMART’ format (specific, measurable, achievable, results oriented, time bound). Interns must write own goals with CI input as needed.

- ❑ **End of Week 5 (Midterm Evaluation)**
 - **Weekly Planning Form** – as above
 - **Student and CI complete midterm CPI** – One CPI is completed by student, one by the CI. Students are expected to complete their CPI and sign off prior to discussion at the midterm assessment. We require formal midterm comments and ratings on each of the CPI skills. Use of the *Performance Dimensions* and *Anchor Criteria* are required to defend ratings.
 - **Professional Behaviors:** midterm assessment completed by student only, CI reviews and provides comments as needed

- ❑ **End of Week 10 (Final Evaluation)**
 - **CPI Final:** Student and CI complete the final evaluation portion of each CPI Skill on the PT CPI Web along with the SUMMARATIVE COMMENTS prior to formal discussion. Use of the *Performance Dimensions* and *Anchor Criteria* are required to defend ratings.

We have established the following **minimal performance criteria** for the PT CPI 2006:

- ✓ The student must achieve **Advanced Intermediate** Performance at the final assessment on all CPI skills as assessed by self and clinical instructor(s).

- **Professional Behaviors** – final assessment completed by student only, CI reviews and provides comments as needed, CI signs off.
- **APTA Physical Therapist Student Evaluation: Clinical Experience and Clinical Instruction** - completed by the student to provide feedback to the facility and CI. NOTE: This information will be made available to future students going through the site selection process only if it has been shared with the CI.
- **Facility specific requirements** – the student is expected to complete any additional requirements given by the facility.

Upon completion of the clinical, it is the student’s responsibility to ensure that all evaluation materials listed above are received by the Department of Physical Therapy at Marquette University within **five** business days.

We strongly encourage you to pre-purchase a US Post Office Priority Mail Envelope (\$5.75) and have it all ready to stuff and send at the end of your final internship day.

Address if sending via U.S. Post Office Priority Mail, Fed Ex, UPS, etc.

Marquette University
Department of Physical Therapy SC 346
561 N. 15th Street
Milwaukee, WI 53233

Address if sending via regular U.S. Post Office

Marquette University
Department of Physical Therapy
PO Box 1881
Milwaukee, WI 53201-1881

PLEASE do not trifold paperwork and place in a standard envelope. The folds make it very difficult to file paperwork which we are required to keep for at least 7 years.



Performance Expectations for Internships 3 & 4

The final internship experiences occur in the Spring semester (January - May) of the DPT-6 year. Interns will come into each internship experience with varying levels of skill and knowledge due to previous work and internship experiences. As these are the final internships prior to graduation; interns are expected to achieve entry level performance on all skills in each of the final 2 internships as they have completed all academic coursework and will not be revisiting these practice settings prior to graduation.

APTA Weekly Planning Forms

Interns are expected to self-assess and reflect on their weekly performance, progress toward goals as well as areas for improvement. We expect the intern to show weekly progress and identify multiple goals for the following week based on their reflection. To achieve this outcome, the intern will use the **APTA Weekly Planning Forms** at the end of each week of the internship. Weekly goals must be written in a 'SMART' format (specific, measurable, achievable, results oriented, time bounded). Interns are expected to write their own goals with CI input after (edit and/or add as needed). We do ask that CIs please take time to provide written feedback each week to assist the intern in setting goals and in gauging progress and accuracy of self assessment.

Professional Behaviors

The intern completes the Professional Behaviors self-assessment at the **midterm and final** point of the internship experience. The CI does not have to complete the form, however is asked to review the intern's self-assessment and provide feedback as appropriate.

PT Clinical Performance Instrument 2006

The PT CPI Web has a nice "cheat sheet" that defines all *Performance Dimensions* and *Anchor Criteria* that should guide your comments and ratings. We suggest you keep this next to you as a reference when writing comments and determining ratings.

PT Clinical Performance Instrument 2006

Midterm Evaluation: A formal midterm assessment on all of the skills on the PT CPI Web is required

at midterm. This should be completed by the CI and Intern prior to midterm discussion. The Intern should sign off prior to the review so that their comments and ratings can be seen and so that they do not change them based on discussion. When changes are made based on discussion; this no longer constitutes self assessment which is a valuable tool in guiding future learning experiences.

Final Evaluation: A formal final assessment on all of the skills on the PT CPI Web is required at final as above. Please rate and comment on each section completely.

Performance Expectations

The intern must be at Entry Level Performance on all CPI skills at the **Final** assessment as assessed by self and CI. Any ratings below Entry Level must be justified.

If an intern or CI anticipate that a rating of entry level will not be achieved on a skill or skills by the end of the internship; we ask that you please contact Laurie or Danille to discuss a strategy to address the deficits. While many internship settings require advanced skills to practice effectively and efficiently; we ask that you please keep in mind what is required for **entry level** and not advanced practice. Remember, an intern will not look like their CI at the end of a final internship as the CI has at least one more year of experience.

Internship Assessment Checklist – Internships 3 & 4

- ❑ **Day 1 – Intern is to fax Laurie or Danille the First Day Fax form with name, email and all required information of CI.**

- ❑ **End of each Week 1-8**
 - **Weekly Planning Form** – Intern summarizes the week’s performance and writes goals for the following week. Weekly reflections should include: 1) overall self assessment on performance and how felt; 2) progress toward goals; and 3) areas for improvement. CI reviews and adds comments, may revise goals as appropriate. Weekly goals must be written in a ‘SMART’ format (specific, measurable, achievable, results oriented, time bounded). Interns must write own goals with CI input as needed.

- ❑ **End of Week 4**
 - **Student completes midterm comments on Professional Behaviors** - CI reads through and comments as necessary and signs off.
 - **Student and CI complete midterm CPI** – One CPI is completed by student, one by the CI. Students are expected to complete their CPI and sign off prior to discussion at the midterm assessment. We require formal midterm comments and ratings on each of the CPI skills. Use of the *Performance Dimensions* and *Anchor Criteria* are required to defend ratings.

- ❑ **End of Week 8 (end of clinical)**
 - **Student completes final comments on Professional Behaviors** - CI reads through and comments as necessary and signs off.
 - **CPI** – One CPI is completed by student, one by the CI. Students are expected to complete their CPI and sign off prior to discussion at the final assessment. Use of the *Performance Dimensions* and *Anchor Criteria* are required to defend ratings.

We have established the following **minimal performance criteria** for the PT CPI 2006:

- ✓ The student must achieve **Entry Level** Performance at the final assessment on all CPI skills as assessed by self and clinical instructor(s).

- **Professional Behaviors** – Completed by student only, CI reviews and provides comments as needed.

- **APTA Physical Therapist Student Evaluation: Clinical Experience and Clinical Instruction** - Completed by the student to provide feedback to the facility and CI.
NOTE: This information will be made available to future students going through the site selection process only if it has been shared with the CI.

- **Facility specific requirements** – The student is expected to complete any additional requirements that the facility may have.

Upon completion of the internship, it is the student's responsibility to ensure that all evaluation materials are received by the Department of Physical Therapy at Marquette University within **five business days.**

We strongly encourage you to pre-purchase a US Post Office Priority Mail Envelope (\$5.75) and have it all ready to stuff and send at the end of your final internship day.

Address if sending via U.S. Post Office Priority Mail, Fed Ex, UPS, etc.

Marquette University
Department of Physical Therapy SC 346
561 N. 15th Street
Milwaukee, WI 53233

Address if sending via regular U.S. Post Office

Marquette University
Department of Physical Therapy
PO Box 1881
Milwaukee, WI 53201-1881

PLEASE do not trifold paperwork and place in a standard envelope. The folds make it very difficult to file paperwork which we are required to keep for at least 7 years.