



CLINICAL INTERNSHIP EVALUATION TOOL (CIET) INSTRUCTIONS

Introduction

When the University of Pittsburgh's Department of Physical Therapy was developing the CIET they recognized 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. 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, Professional Ethics, Initiative, and Communication Skills in the clinic. Safety behaviors address whether the student is following all health and safety precautions required at your facility along with taking any other measures needed to maintain both the patient's safety and their own safety. Professional Ethics addresses the student's knowledge of, and compliance with, all rules, regulations, ethical standards, legal standards, and their professional appearance and conduct in the clinic during all interactions. Initiative addresses the student's ability to maximize all opportunities for learning during their clinical affiliation, begin to problem solve independently, seek out, accept, and implement constructive criticism, and develop teamwork and flexibility in the clinical setting. Communication Skills looks at both their ability to verbally communicate with patients, families, and other healthcare professionals along with their written skills with documentation, home programs, and other required paperwork.

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). From the onset of the fieldwork experiences, our expectation is that the student shows safe, professional behavior and demonstrates a great deal of initiative. Note that you cannot mark "Not Observed" on these behaviors. 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." Please use the "comments" section to explain a low mark or provide additional feedback to the student.

The second section, *Patient Management* evaluates the student's ability to efficiently manage a patient with an effective outcome. It is divided into four sections, Examination, Evaluation, Diagnosis/Prognosis, and Intervention. These elements of patient management are defined in the APTA Guide to Physical Therapist Practice. The examination includes all aspects of gathering data from the patient including obtaining a history, a systems review, and performing tests and measures. The evaluation is the analysis and synthesis of the data gathered in order to determine a diagnosis and plan of care for the patient. The student should demonstrate the



development of their critical thinking skills during the evaluation process of patient management including determining the patient's impairments and functional limitations. Diagnosis/Prognosis involves all aspects of developing a plan of care for the patient including determining a diagnosis for physical therapy management (not the medical diagnosis), determining the prognosis or outcome for this episode of physical therapy care, determining the appropriate frequency and duration of care including criteria for discharge, and determining the appropriate treatments. Intervention includes the student's ability to apply the treatments, perform patient/family education, monitor the patient's response to treatment and adapt accordingly, and recognize when the outcome has been reached. For all areas of patient management, the student should be using the best available evidence in their decision making.

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, and in any clinical setting, thus the student should be evaluated based on your clinic population and the expectation for productivity/efficiency in your specific clinic. In considering the student's scores for their Patient Management skills, please review the operational definitions which are presented as an additional resource.

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

On the last page you are asked to make a global rating about how the student compares to a competent clinician on a scale from 0 to 10. The bottom of the scale indicates a student *Well Below a Competent Clinician* and the top of the scale represents a student *Above a Competent Clinician*.

On the last page please also indicate whether the student is performing at a satisfactory level for their current level of education. Please let the DCE know immediately if there is a problem in any area of **Professional Behaviors** or the student is not meeting the expected goals in a timely manner. In the comment section, please explain a *No* response and give an overall summary of the student's performance.

References

1. American Physical Therapy Association. Guide to Physical Therapist Practice, ed. 2. Physical Therapy 81[1]. 2001
2. Sackett et al. Clinical Epidemiology A Basic Science for Clinical Medicine. 1991.
3. World Health Organization (2001) International Classification of Impairments, Disabilities and Health. Geneva: World Health Organization.