Duke University Doctor of Physical Therapy
Third Year Clinical Internships Site Packet
Class of 2018

2017-18 Academic Year

The documents in this packet include performance criteria, learning objectives, general policies and guidelines for time out of clinic.

Please forward this internship information packet to the clinical instructor.
TO: Center Coordinator of Clinical Education  
Internship Assignments – July 2017 to April 2018

FROM: Corrie Odom PT, DPT, MS, ATC-Ret

**Internship Documents for Clinical Instructors**

Thank you for accepting our Doctor of Physical Therapy student(s) for their third and final internship. Duke Faculty has made every effort to prepare your student and I am confident that you will find your Duke intern ready for this clinical rotation.

The documents included in this information packet are essential to the clinical instructor(s) that will supervise and assess performance of the Duke DPT intern. Should there be any questions about appropriate learning experiences or performance expectations for this internship, please do not hesitate to contact me. **I enjoy opportunities to speak with clinical faculty! As of January 2017, I have retired as Director of Clinical Education, yet will continue to support this position until the new DCE, Katherine Myers, DPT, Assistant Professor, is in place effective July 1st.**

Course information and several documents related to policy and performance are enclosed in this e-packet. A few of these documents are:

1. Duke DPT Clinical Education Curriculum Model
2. Duke DPT Curriculum Outline
3. Internship Course Syllabus with Performance Expectations
4. General Information, Relevant Policies & Time Off
5. Policy Statement Regarding Duke Trainees (applies to student involved in research activities)
6. Weekly Planning Form
7. Verification of Instruction in Universal Precautions
8. Rights and Privileges of Clinical Education Faculty
9. PT CPI - Instructions for use of this online tool
10. CSIF WEB – Have a student complete this! (use your PT CPI login)

Prior to the internship, the student will complete and provide:

1. **Personal Profile** (individual objectives, learner attributes, and preferences)
2. Immunization and Compliance documents

To promote in students safe, meaningful learning experiences and their explicit demonstration of sound clinical reasoning, the following activities are expected to occur:

1. Progressive challenge through questioning and active learning during patient encounters.
2. Frequent feedback on performance throughout the internship period.
3. Written performance evaluation during midterm and final weeks of rotation.
4. The student will share a written evaluation of the internship experience with the clinical instructor at the midpoint of the experience and on last day of the internship.
Time Off
- Students are permitted to request up to two days out of the clinic during each 12-week period. This time out of clinic must be approved by the clinical instructor.
- Time off includes absences for personal reasons, attendance at a professional conference, or interviews for Residency training or future employment.
- The third internship period (January to April) may be extended by one week a 13-week period if a student requests and is granted permission by their clinical instructor to attend the APTA Combined Sections Meeting and participate in residency or job interviews. The student must inform the CI, CCCE, and DCE if the 12-week internship period will be extended into week 13.

Projects
During each internship period, the student will seek to engage in a project that is clinically meaningful to the student and the site. This project requires guidance and active involvement of clinical faculty and/or an administrator. Please initiate discussion with your intern about their interests and your ideas for meeting this requirement early in the internship period.

Midterm Phone Call – Weeks 5-7
To assess students’ readiness for third year internships, students may be asked to schedule a midterm phone call with me or a member of the DPT Faculty. The purpose of this phone call is to speak with both the student and clinical instructor about the student's level of knowledge, skills and professional demeanor.

Partnership
Thank you for your continued interest in and support of Duke's clinical education program. I am eager to know how our DPT Division may strengthen our partnership with you and your colleagues. Please take note of the enclosed page that identifies the Rights and Privileges of Clinical Education Faculty and contact me if our program resources may assist you or your clinical instructors in your teaching, practice or research endeavors.

Please contact me early in this rotation should you or the clinical instructor have any questions or concerns about the student's preparation, behavior or performance. My office phone number, mobile phone number and email address are included below.

On behalf of my faculty colleagues, we remain grateful and continue to appreciate all that you do to assure best practice and to advance the physical therapy profession.

My very best to you,

Corrie J. Odom, PT, DPT
Associate Professor
Doctor of Physical Therapy Division
(919) 668-2638 office
(919) 423-3223 mobile

Katherine Myers, PT, DPT
Assistant Professor
Director of Clinical Education
Duke DPT Clinical Education Curriculum Model

Years 1 & 2
DPT STEPs – PT 601, 611, 621, 701, 711, 721
DPT Student Team Experience in Practice (STEP) is a series of six courses that are embedded in the six didactic semesters of the DPT curriculum. Students will work in teams with a physical therapist clinical instructor to apply skills, demonstrate clinical problem solving and assume professional roles in various clinical patient care settings. Each semester students will be expected to demonstrate skills and knowledge gained from the current and previous coursework.

Year 1
<table>
<thead>
<tr>
<th>Session 1</th>
<th>Session 2</th>
<th>Session 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 weeks 16 weeks (14 didactic, 1 clinical, 1 vacation)</td>
<td>15 weeks (13 didactic, 1 clinical, 1 vacation)</td>
<td>16 weeks (13 didactic, 2 clinical, 1 vacation)</td>
</tr>
</tbody>
</table>

Year 2
<table>
<thead>
<tr>
<th>Session 4</th>
<th>Session 5</th>
<th>Session 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>16 weeks (14 didactic, 1 clinical, 1 vacation)</td>
<td>15 weeks (13 didactic, 1 clinical, 1 vacation)</td>
<td>12 weeks</td>
</tr>
</tbody>
</table>

Year 3
<table>
<thead>
<tr>
<th>Clinical Internship I</th>
<th>Clinical Internship II</th>
<th>Clinical Internship III</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 weeks</td>
<td>12 weeks</td>
<td>12 weeks</td>
</tr>
</tbody>
</table>

Clinical Internships – PT 801, 802, 803 Clinical Internships I, II, III
A series of three consecutive 12-week internships. Students will learn to manage patients across the lifespan and the continuum of care in both inpatient and outpatient practice settings in which physical therapy is commonly practiced. Clinical sites will have the opportunity to offer 12 week, 24 week or 36 week rotations when they are able to meet curriculum requirements.

<table>
<thead>
<tr>
<th>PT 801</th>
<th>PT 802</th>
<th>PT 803</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 12 Weeks</td>
<td>12 Weeks</td>
<td>12 Weeks</td>
</tr>
<tr>
<td>2 24 Weeks</td>
<td></td>
<td>12 Weeks</td>
</tr>
<tr>
<td>3 12 Weeks</td>
<td>24 Weeks</td>
<td></td>
</tr>
<tr>
<td>4 36 Weeks</td>
<td></td>
<td></td>
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</tbody>
</table>
Clinical Internship Requirements
Across the 36 weeks of full time clinical education, students are responsible for documenting clinical experience in three domains of clinical practice: patient diagnostic category, patient life span, and continuum of care.

<table>
<thead>
<tr>
<th>Clinical Internship Student Tracking Form</th>
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</thead>
<tbody>
<tr>
<td><strong>Patient Diagnostic Category</strong></td>
</tr>
<tr>
<td>Musculoskeletal</td>
</tr>
<tr>
<td>Neuromuscular</td>
</tr>
<tr>
<td>Cardiopulmonary</td>
</tr>
<tr>
<td>Integumentary</td>
</tr>
<tr>
<td>Medical</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

Katherine Myers, PT, DPT
Doctor of Physical Therapy Division
Duke University School of Medicine
919-668-2638 office
# Duke University Doctor of Physical Therapy Curriculum Outline

## Year One

### 1st Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PT 601 Clinical STEP I</td>
<td>1</td>
</tr>
<tr>
<td>PT 602 Body and Brain I</td>
<td>4</td>
</tr>
<tr>
<td>PT 603 Applied Physiology I</td>
<td>3</td>
</tr>
<tr>
<td>PT 604 Movement Sciences I</td>
<td>3</td>
</tr>
<tr>
<td>PT 605 Professional Development I</td>
<td>2</td>
</tr>
<tr>
<td>PT 606 Health Promotion across the Lifespan</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td>15</td>
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</tbody>
</table>

### 2nd Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PT 611 Clinical STEP II</td>
<td>1</td>
</tr>
<tr>
<td>PT 612 Body and Brain II</td>
<td>3</td>
</tr>
<tr>
<td>PT 613 Applied Physiology II</td>
<td>3</td>
</tr>
<tr>
<td>PT 614 Movement Sciences II</td>
<td>2</td>
</tr>
<tr>
<td>PT 615 Professional Communication I</td>
<td>2</td>
</tr>
<tr>
<td>PT 616 Foundational Physical Therapist Examinations</td>
<td>2</td>
</tr>
<tr>
<td>PT 617 Foundational Physical Therapist Interventions</td>
<td>2</td>
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<tr>
<td><strong>Total Credits</strong></td>
<td>15</td>
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### 3rd Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>PT 621 Clinical STEP III</td>
<td>2</td>
</tr>
<tr>
<td>PT 622 Evidence-Based Practice I</td>
<td>2</td>
</tr>
<tr>
<td>PT 623 Cardiopulmonary Patient Management</td>
<td>2</td>
</tr>
<tr>
<td>PT 624 Integumentary Patient Management</td>
<td>2</td>
</tr>
<tr>
<td>PT 625 Diagnostic Imaging</td>
<td>2</td>
</tr>
<tr>
<td>PT 626 Assessing Outcomes of Care</td>
<td>2</td>
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<tr>
<td>PT 627 Physical Therapist Interventions I</td>
<td>2</td>
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<tr>
<td><strong>Total Credits</strong></td>
<td>14</td>
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</tbody>
</table>

## Year Two

### 4th Semester

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<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>PT 701 Clinical STEP IV</td>
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<tr>
<td>PT 702 Professional Communication II</td>
<td>2</td>
</tr>
<tr>
<td>PT 703 Evidence-Based Practice II</td>
<td>2</td>
</tr>
<tr>
<td>PT 704 Musculoskeletal Patient Management I</td>
<td>3</td>
</tr>
<tr>
<td>PT 705 Neurological Patient Management I</td>
<td>4</td>
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<tr>
<td>PT 706 Physical Therapist Interventions II</td>
<td>3</td>
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<td><strong>Total Credits</strong></td>
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### 5th Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>PT 711 Clinical STEP V</td>
<td>1</td>
</tr>
<tr>
<td>PT 712 Health and Disability Policy and Practice</td>
<td>2</td>
</tr>
<tr>
<td>PT 713 Professional Development II</td>
<td>2</td>
</tr>
<tr>
<td>PT 714 Musculoskeletal Patient Management II</td>
<td>3</td>
</tr>
<tr>
<td>PT 715 Neurological Patient Management II</td>
<td>4</td>
</tr>
<tr>
<td>PT 716 Physical Therapist Interventions III</td>
<td>2</td>
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<tr>
<td><strong>Total Credits</strong></td>
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</table>

### 6th Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PT 721 Clinical STEP VI</td>
<td>2</td>
</tr>
<tr>
<td>PT 722 Management of Health Care Delivery</td>
<td>2</td>
</tr>
<tr>
<td>PT 723 Health Promotion &amp; Primary Care Practice</td>
<td>2</td>
</tr>
<tr>
<td>PT 724 Evidence-Based Practice Capstone</td>
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</tr>
<tr>
<td>PT 725 Elective</td>
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<tr>
<td>PT 726 Elective</td>
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<td><strong>Total Credits</strong></td>
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## Year Three

### 7th Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PT 801 Clinical Internship I</td>
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<tr>
<td>PT 802 Clinical Internship II</td>
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<tr>
<td><strong>Total Credits</strong></td>
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### 8th Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PT 803 Clinical Internship III</td>
<td>12</td>
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<tr>
<td>PT 804 Professional Development III</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
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</tr>
</tbody>
</table>

Total Credits - 122

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May 2, 2017

DPT STEPs® and Third Year Internships
The minimum performance expectation for criteria 1-18 on the PT CPI for each internship course is:

<table>
<thead>
<tr>
<th>Course</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>PT 801</td>
<td>Advanced Intermediate</td>
</tr>
<tr>
<td>PT 802</td>
<td>Advanced Intermediate*</td>
</tr>
<tr>
<td>PT 803</td>
<td>Entry-Level</td>
</tr>
</tbody>
</table>

The Physical Therapist Clinical Performance Instrument (PT CPI) is the assessment tool for all third year clinical internships. Performance evaluation of the student physical therapist includes consideration of professional behaviors and skills considered to be essential and integral components for successful physical therapist practice. A midterm and final evaluation must be completed by the student and clinical instructor for each internship course. The minimum performance expectation for each internship course is stated above and in the course syllabus.

*When PT 802 occurs as the second 12-weeks in the same clinical rotation, the performance target for the latter 12-weeks is “entry-level.”

Grading

The Director of Clinical Education (DCE) is responsible for assigning student grades for all clinical education courses. Grades will be assigned using the written PT CPI evaluations completed by the student’s Clinical Instructor (CI), the student’s PT CPI self-assessment, verbal feedback received from the CI, and completion of projects assigned for each internship course as stated in the syllabus.

Students are strongly advised to meet with their clinical instructor to review all performance criteria, establish individual learning objectives and discuss specific strategies for achieving the expected level of performance on all items. Achievement of the “entry-level” standard serves to assure that the student has demonstrated competence and achieved a level of performance that is required for entry to the profession.

In the case of unsatisfactory student performance, the DCE must be notified of a student's failure to meet performance expectations as soon as it is evident to the student and/or clinical instructor.

Feedback and Evaluation

Students are expected to and responsible for engaging their clinical instructor in ongoing dialogue about their clinical performance. Clinical instructors are expected to provide timely opportunities for formative evaluation throughout the internship period.

For each internship course, students will complete a survey during the midterm and final evaluation periods. This survey utilizes the APTA Physical Therapist Student Evaluation of Clinical Experience (Part 1) and Clinical Instruction (Part 2). Students are expected to provide their Clinical Instructor(s) with written feedback during the midterm and final evaluations by completing, printing and sharing a copy of Section 2.
2017-2018 COURSES:  
PT 801 CLINICAL INTERNSHIP I, 7/30/17 – 10/29/17  
PT 802 CLINICAL INTERNSHIP II, 10/29/17 – 1/18/18  
PT 803 CLINICAL INTERNSHIP III, 1/28/18 – 4/19/18*

*13-week period to accommodate time off that may be requested during internship period for Residency training or employment interviews. All time off must be planned and approved by the clinical instructor.

COURSE DESCRIPTION:

Across 36-weeks of clinical education in the final year, students will learn to manage patients across the lifespan and the continuum of care in both inpatient and outpatient practice settings in which physical therapy is commonly practiced. Under the supervision of one or more selected and trained clinical instructors, students will learn skills in all components of the physical therapy practice management model, including conducting patient examinations and evaluations, establishing patient diagnoses and prognoses, conducting patient interventions, and measuring patient outcomes. When possible, students will engage patients in practice patterns across the range of acute to chronic conditions. Students will participate in administrative aspects of ethical and efficacious practice. Performance expectations will include safe and effective examination, evaluation, diagnosis, prognosis, intervention and, professional practice skills. The maximum supervisory ratio for this course will be 2 students: 1 clinical instructor.

COURSE CREDIT: 12 (per internship period)  
COURSE DIRECTOR: Katherine Myers, DPT, Director of Clinical Education (DCE)

HOURS/STUDENT:

| Contact hours with online resources: | 4 |
| Contact hours with lecture/discussion: | 10 |
| Contact hours in clinical practice: | 1440 |
| **Total hours:** | **1454** |

COURSE OBJECTIVES:

1. The student will demonstrate safe practice minimizing risk to the patient, self and others by:  
   a. adhering to the facility's policies and procedures and those that regulate the practice setting  
   b. demonstrate proficiency in skilled movement for safe and effective patient care  
   c. recognizing changes in the patient's physical and psychological status and adjusting treatment accordingly

2. The student will demonstrate mature personal and professional qualities by:  
   a. demonstrating integrity in all situations and interactions  
   b. maintaining productive working relationships with patients, families, clinical faculty and others  
   c. integrating feedback to improve or advance performance  
   d. frequent self-assessment and reflection on actions that leads to positive changes in behavior  
   e. teaching individuals or groups including patients, caregivers and other students  
   f. participating in professional organizations and continuous learning activities for professional growth
3. The student will utilize appropriate communication skills (verbal, written, non-verbal) by:
   a. initiating and participating effectively in discussions with patients, caregivers, members of
      other disciplines and payers in the delivery of physical therapy services
   b. teaching and instructing patients, caregivers and peers using effective and culturally
      appropriate instructional methods
   c. being receptive to nonverbal and verbal communications from others

4. The student will demonstrate ethical and legal standards of practice and professional qualities by:
   a. treating the patient with sensitivity, dignity and respect
   b. accepting that patients’ needs take priority over oneself
   c. accepting responsibility for judgment in management of the patient
   d. abiding by relevant ethical codes, standards of practice guidelines, state and federal laws
      and regulations
   e. advocating for social, economic and health policies that affect access to and payment for
      physical therapy

5. The students will provide physical therapy services to a culturally and economically diverse
   population by:
   a. communicating with respect for human dignity and expressing value for individuals of
      diverse cultural backgrounds
   b. displaying understanding of socio-cultural, economic and psychological influences on
      patients and their families

6. The student will articulate knowledge of basic sciences, medical sciences and physical therapy theory
   and procedures by:
   a. accurately identifying impairments in body structure and function
   b. applying information from test results and exam findings to identify problems and
      recommend solutions related to the patient’s functional goals including return to work and
      leisure activities
   c. collaborating with patients, caregivers and other health care providers to modify the plan
      of care or seek referral for additional care when appropriate

7. The student will utilize the best available evidence to direct patient treatment and guide discharge
   planning by:
   a. frequently utilizing technology to access current literature to support clinical decisions
   b. critically evaluating published literature relevant to physical therapy and clinical practice
   c. apply current knowledge and evidence-based clinical reasoning in selecting tests and
      measures and developing the plan of care

8. The student will demonstrate knowledge, patient management skills and abilities in the following
   areas by:
   a. effectively performing examination procedures
      i. analyzing, interpreting and utilizing the examination findings to develop and adjust
         the plan of care
      ii. thorough evaluation and generating a specific diagnosis and prognosis
      iii. seeks disconfirming evidence in the process of making clinical decisions
      iv. collaborating with patients when setting priorities within identified goals
      v. identifying patients who would benefit from further care or referral
b. designing an appropriate plan of care and interventions
   i. consulting with other health care professionals and payers when appropriate for intervention procedures, equipment procurement and discharge planning
   ii. actively involve the patient in goal-setting and decisions related to their plan of care
   iii. assessing patient's emotional and physical response to treatment
   iv. assuming responsibility for care of patient which may include delegating care of patient to physical therapist assistant or aide when appropriate

c. utilizing outcomes assessment
   i. selecting outcomes assessment measures that are valid and reliable
   ii. utilize data from examination to develop a plan of care designed to reach the specified outcomes within the boundaries of available resources
   iii. creating discharge plans and educational materials that promote health maintenance, disease prevention and wellness

9. The student will demonstrate the ability to function efficiently within the administrative practice management structure by:
   a. maintaining patient documentation that is legible, accurate, concise and according to established guidelines
   b. completing documentation and other recordkeeping with efficiency
   c. being aware of the patient cost and charge system of the department

10. The student will understand the responsibilities of first-contact care through direct access to patients and act as a consultant to ensure comprehensive patient care by:
    a. performing systems review, screening and physical examination to determine need for physical therapy intervention
    b. determining need for consultative services and generating appropriate referrals
    c. establishing effective communication with other team members involved in the patient’s plan of care or are members of the health care community
    d. participating in organizations and communities (social responsibility) and efforts to improve health and wellness of the public

11. Demonstrate independence in the provision of patient care by:
    a. displaying effectiveness and efficiency in all aspects of practice management
    b. utilizing support personnel to increase effectiveness and efficiency of patients’ experiences

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**Patient/Client Management and the Practice Environment:**

Students are required to maintain protected health information of Site’s patients in accordance with the Health Insurance Portability and Accountability Act of 1996, and all applicable regulations promulgated thereunder (collectively, “HIPAA”), including information obtained through use of computer systems.

Typhon Group Patient Tracking Log-in Access – Software. This individualized tracking program is used in every clinical education course in the Duke DPT curriculum. Access is via web link with password protected log-in. This is a low risk, low impact student tracking system. None of Typhon Group’s student tracking systems collects any Protected Health Information that could be used to identify an individual patient. The “Typhon Group” system, machine, and ISOPv3 record (with 3 system components) has been officially codified:

https://www.iso.duke.edu/iso/isop/plan3_sum.php?s_system=Typhon+Group
COURSE REQUIREMENTS:
1. Successful completion of all didactic courses.
2. Appropriate attire for the clinic setting as outlined in the DPT Student Manual or policies and procedures of the clinical facility.
3. Regular attendance throughout the clinical experience is mandatory.
4. Adherence to the policies and procedures of the academic program and clinical facility.
5. Professional communication skills and demeanor when interacting with patients and families coping with injury, illness or disease.
6. Professional conduct and interactions at all times.
7. Demonstrate respect for patients' preferences and rights including confidentiality.
8. Completion of all written assignments in a timely manner.

ASSESSMENT AND GRADING
Clinical instructors will rate the student's performance based on guidelines provided by the School using the web-based Clinical Performance Instrument (CPI). Projects must be completed and returned to the Director of Clinical Education (DCE). A letter grade will be assigned by the DCE.

Clinical Performance Instrument 90 %
Performance Expectations
- PT 801 – Advanced Intermediate
- PT 802 – Advanced Intermediate
- PT 801+802* – Entry Level
- PT 803 – Entry-Level
- PT 802+803 – Entry Level

* When PT 802 occurs as the second 12-weeks in the same clinical rotation, the performance expectation for the latter 12-weeks is “entry-level.”

Projects 10 %

Students are strongly advised to meet with their clinical instructor to review all performance criteria, establish individual learning objectives and discuss specific strategies for achieving the stated expectations for performance by the end of each internship period (12-weeks). During all internships, students and clinical instructors are encouraged to design and pursue learning experiences that are progressively challenging and provide a variety of opportunities for students to demonstrate Entry-Level skills and abilities on all eighteen performance criteria. For any assistance during an internship, students should contact the Director of Clinical Education & Course Director, Katherine Myers.
White Space Lessons – Third Year Internships

In management, white space is the area between the boxes in an organization chart or the area between the different functions: Very often no one is in charge or responsible for the White Space. (Rummler and Brache, 1991)

White space lessons are designed to promote learning through reflection on didactic and clinical components of internship experiences. During each internship course, PT 801, 802 and 803, interns are required to identify a “white space” in their knowledge or understanding of clinical practice then design and complete one White Space Lesson using the PLEX format.

Background
To be successful in advancing to the next clinical placement (course), interns must achieve the required performance expectation in all 18 performance criteria on the Clinical Performance Instrument (CPI). The clinical instructor and intern share responsibilities for learning yet it is ultimately the intern who is accountable for demonstrating competence in Professional Practice (#1-6) and Patient Management (# 7-18).

Within the first four weeks of the internship experience, meet with your clinical instructor to discuss ideas for completing at least one white space lesson. The intern is responsible for creating this planned learning experience (PLEX). Time spent on developing this assignment should not conflict with the intern’s usual and customary clinical responsibilities. Adequate planning and requisition of resources, including time during the practice day, is essential if an adjustment to the intern’s and/or clinical instructor’s schedule is necessary.

Requirements for submission to DCE following each internship course are:

- Select a meaningful question or topic.
- Develop lesson plan for the learning experience(s) using the 3rd Year PLEX template.
- Provide a brief description of the “white space” and relevance to performance expectations or professional goals.
- Craft a brief statement reflecting on the benefits of the learning experience(s).
- **Limit the lesson plan to one page.**
- You may include information and supporting materials that are adequate in detail and are pertinent to the project eg., handouts, slides, references to literature, etc.
- Submit the completed PLEX using the “Assignments” folder on Sakai.
## 3rd Year – White Space PLEX

<table>
<thead>
<tr>
<th>White Space Topic</th>
<th>Date</th>
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<tbody>
<tr>
<td>Author</td>
<td>Related CPI Criteria (1, 2, 3..18)</td>
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<table>
<thead>
<tr>
<th>Course</th>
<th>Patient Diagnostic Category</th>
<th>Patient Lifespan</th>
<th>Continuum of Care</th>
<th>Patient Management</th>
<th>Practice Management</th>
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<tbody>
<tr>
<td>PT 801</td>
<td>MS</td>
<td>0-12</td>
<td>Critical Care/ICU</td>
<td>Exam/Eval</td>
<td>Professionalism</td>
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<td>PT 802</td>
<td>NM</td>
<td>13-21</td>
<td>SNF/ECF/Subacute</td>
<td>Dx/Prognosis</td>
<td>Communication</td>
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<tr>
<td>PT 803</td>
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<td>Rehab</td>
<td>Plan of Care</td>
<td>Administration</td>
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<td>Ambulatory/Outpatient</td>
<td>Intervention</td>
<td>EBP</td>
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<td>Not Setting Specific</td>
<td>Home Health/Hospice</td>
<td>Outcomes</td>
<td>Safety</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Wellness/Fitness/Indus</td>
<td></td>
<td>Cultural Competency</td>
</tr>
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### Brief Description of White Space:

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<table>
<thead>
<tr>
<th>Objectives</th>
<th>Learning Resources (Articles, Books, Websites, etc)</th>
<th>Description of Actual Learning Experience</th>
<th>Reflection on Experience</th>
</tr>
</thead>
<tbody>
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<td></td>
</tr>
</tbody>
</table>
Clinical Education – Third Year Internships 2017-2018
General Information

Director: Katherine Myers, PT, DPT
Office phone: (919) 668-2638
DPT Division: (919) 681-4380

Internship Courses
PT 801 Clinical Internship I – 12 weeks
PT 802 Clinical Internship II – 12 weeks
PT 803 Clinical Internship III – 12 weeks
- Internship Period = 12-weeks
- Flexible model permits 24-week and 36 week internships

Completed Coursework and Clinical Experiences
All didactic coursework has been completed. The Duke DPT curriculum is illustrated in the semester outline included in this Third Year Internships Site Packet.

Prior clinical experiences for all students occurred in each of the six semesters that precede third year rotations. DPT Student Team Experience in Practice (STEPs) is a series of six courses that are embedded in the six didactic semesters of the DPT curriculum. Students work in teams with a physical therapist clinical instructor to apply skills, demonstrate clinical problem solving and assume professional roles in various clinical patient care settings. Each semester, students are assessed in the clinical and expected to demonstrate skills and knowledge gained from current and previous coursework.

Third Year Internships may be completed in either 12-week, 24-week or 36-week rotations. In the third year of study, students will complete a series of three consecutive 12-week internships. Students will learn to manage patients across the lifespan and the continuum of care in both inpatient and outpatient practice settings in which physical therapy is commonly practiced. During these clinical rotations, students will seek opportunities to be involved in interdisciplinary consultation and patient care.

Evaluation
For the purposes of evaluation, the “internship period” is defined as 12-weeks. Students and clinical instructors are required to perform summary performance evaluations during the midterm weeks 4-6 and week 12 of each internship period using the PT CPI Web instrument (CPI). Both parties are required to “sign off” on their electronic evaluations enabling the student, the CI, the CCCE and the DCE to view these performance evaluations.
Midterm
Students will maintain contact with their Faculty Advisor and the DCE during the internship. Students may be asked to assist in arranging a time for Duke Faculty to call the clinical site during the midterm of the internship period, weeks 4-6. The purpose of this contact with the student and the clinical instructor is to discuss the student’s preparation for this rotation, clinical reasoning abilities, professional demeanor and plan for advancing learning.

Grading
The Director of Clinical Education (DCE) will assign the student’s letter grade for all internship courses. During each internship period, clinical instructors will use the Physical Therapist Clinical Performance Instrument (PT CPI Web) to evaluate student’s performance and professional behavior. Similarly, students will complete self-evaluations using the PT CPI Web. The minimum performance expectation on all 18 criteria for each 12-week internship period is stated in the course syllabus. A required Training Module must be completed before clinical instructors and students are permitted to access the student’s PT CPI Web.

Attendance
Students are expected to attend every day of their clinical experience. If a student is unable to report to the hospital/clinic on any day because of illness or unforeseen circumstances, the student must notify their clinical instructor or the supervisor of the department as soon as possible. If a student’s illness is such that more than two days of an assignment will be missed, the Director of Clinical Education should be notified. Incomplete clinical education coursework, whether due to unsatisfactory performance or unforeseen circumstances (sickness, etc.), may be made up. The length of the make-up period will be determined by the faculty.

Time off*
With prior written approval of the CI and/or CCCE, students may take time off. No unauthorized absences from clinical experiences are permitted.

- Students are permitted to request up to two days out of the clinic during each 12-week period. This time out of clinic must be approved by the clinical instructor.
- Time out of the clinic includes absences for personal reasons, attendance at a professional conference, or interviews for Residency training.

*A rubric illustrating the various options for time off during and between internship periods is included as a separate document this internship packet.

“White Space” Assignment
During each internship period, the student will seek to engage in a professional development project that is clinically meaningful to the student and the site. This project requires guidance and active involvement of clinical faculty and/or an administrator. Please initiate discussion with your intern about their interests and your ideas for meeting this requirement early in the internship period.
Legal Aspects
A written affiliation agreement or contract will be maintained between the University and each affiliating clinical site. One copy is kept on file at the University and one with the affiliating site. Students have read the affiliation agreement for your clinical institution and should demonstrate knowledge of this document. Students are aware that licensure and scope of physical therapy practice vary from state to state. Students should demonstrate awareness of the practice act in your jurisdiction.

Administrative and professional supervision of the student physical therapist is, at all times, the responsibility of the affiliating clinical facility. The clinical facility retains sole authority and responsibility for the care and treatment of patients and will assure that each student has a consistent and appropriate level of supervision. Professional liability insurance for students is provided by the University for physical therapist students assigned to clinical sites as part of their training.

Students are required to carry health insurance while participating in clinical education coursework and at all times while matriculating as a student at Duke University. Students may purchase the student health insurance policy made available to them through the University, or show evidence of their coverage under a private policy.

Inservice Education
Each student may be required to present an inservice. This inservice may be a case presentation or any topic that the student and clinical instructor agree is relevant to the learning environment.

Professionalism
Students are to adhere to the policies and procedures of their affiliating departments and hospitals. It is the student’s responsibility and that of the clinical supervisor to assure the student knows and understands these policies and procedures. The student is to adhere to the work hours of the facility and those of their CI, complete necessary paper work on time, and complete other duties related to this internship experience as assigned.

A nametag must be worn at all times and should identify the student as “student” or “intern.”

Students must wear professional attire required by the clinical institution or the Doctor of Physical Therapy dress code.
### Third Year Internship Matrix

**Illustration of "Options" for Time Off**

Duke University DPT Program 2017-2018

<table>
<thead>
<tr>
<th>Schedule</th>
<th>PT 801 7/31/17 - 10/20/17</th>
<th>BREAK</th>
<th>PT 802 10/30/17 - 01/19/18</th>
<th>BREAK</th>
<th>PT 803 1/29/18- 4/20/18</th>
<th>BREAK</th>
<th>Last Day of PT 803 Internship*</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>12 weeks</td>
<td>1 week</td>
<td>12 weeks</td>
<td>1 week</td>
<td>12 weeks</td>
<td>1 week</td>
<td>4/20/2018*</td>
</tr>
<tr>
<td></td>
<td>2 days off</td>
<td></td>
<td>2 days off</td>
<td></td>
<td>2 days off</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>24 weeks</td>
<td></td>
<td>2 weeks</td>
<td>1 week</td>
<td>12 weeks</td>
<td>1 week</td>
<td>4/20/2018*</td>
</tr>
<tr>
<td></td>
<td>4 days off</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>12 weeks</td>
<td></td>
<td>24 weeks</td>
<td>2 weeks</td>
<td></td>
<td>2 weeks</td>
<td>4/14/2018*</td>
</tr>
<tr>
<td></td>
<td>2 days off</td>
<td></td>
<td>4 days off</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>36 weeks</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4/7/2018*</td>
</tr>
<tr>
<td></td>
<td>6 days off – It is strongly advised that the one-week break between rotations is maintained.</td>
<td></td>
<td></td>
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</tbody>
</table>

**NOTES**

1) Start Dates: FIXED End Dates illustrated above are “earliest possible” depending on configuration of internship periods.

2) Time Off: All time off must be approved by CI and CCCE. You are permitted 2 days off per internship DURING the internship (12 week = 2 days, 24 week = 4 days, 36 week = 6 days)

3) Major Holidays: You are expected to work the same hours as your CI. (Student Manual) If your CI does not work on a major holiday, you may have that day off in addition to the 2 days off you are permitted to request during the internship period.

4) *Conferences & Residency Interviews: If planning to take time out of clinic to attend a PT-related conference OR residency interview, you must use the 2 days off that are permitted during the internship period. If you anticipate requesting time out of clinic for both conference and residency interviews, with advanced approval by DCE and CCCE, your internship period may be extended by one-week.

5) For 24 and 36 week internships: If your clinical site has put in place a different schedule for your internship than those described above, you must notify Katherine Myers, DCE.
Rights and Privileges of Clinical Education Faculty

Clinical education faculty that serve in the Doctor of Physical Therapy (DPT) program at Duke University have rights and privileges commensurate with similar groups of instructors that participate in the medical student and physician assistant student clinical education program component. These rights and privileges are:

1) Reimbursement for successful completion of the APTA Clinical Instructor Education and Credentialing Program. Prior notice of intent to attend and to request reimbursement is required.

2) Discounted tuition for continuing education courses sponsored by the Duke DPT Division.

3) Access to completed student capstone projects and professional development project upon request.

4) Financial support toward registration fee for the Spring Conference of the Carolina Clinical Education Consortium (for North Carolina and South Carolina affiliates). Prior notice of intent to attend and to request reimbursement is required.

5) Consultation on educational issues by the Director of Clinical Education.

6) Consultation by academic faculty related to practice, use of evidence, clinical research and service.

Requests should be directed to:

Katherine Myers, PT, DPT
Director of Clinical Education
Doctor of Physical Therapy Division
Duke University School of Medicine
(919) 668-2638 office
(919) 668-3024 facsimile

Monica Russell, MBA
Clinical Education Program Coordinator
Doctor of Physical Therapy
Duke University School of Medicine
(919)681-7225 office
Memorandum

To: Center Coordinator of Clinical Education

From: Katherine Myers, PT, DPT

Re: Infection Control and Universal Precautions

All students enrolled in the Doctor of Physical Therapy program are required to complete on-line instruction in infection control and universal precautions during each fall semester. Training is provided and compliance is monitored by the Occupational and Environmental Safety Office of Duke University and Duke University Health System. Topics include information on bloodbourne pathogens, tuberculosis, blood and body fluid exposures, and infection control procedures consistent with OSHA guidelines and Duke University Medical Center’s employee occupational safety training.

Should you require a copy of your Duke intern’s training history, you may request that they provide you with such verification of their training.

If you require further information, please do not hesitate to contact me at (919) 668-2638.
Protected Health Information (PHI)

It should be understood that none of Typhon Group’s student tracking systems collect any Protected Health Information (PHI) that could be used to identify an individual patient.

The Health Insurance Portability and Accountability Act (HIPAA) mandated the adoption of Federal privacy and security regulations for protected health information (PHI). PHI is individually identifiable health information that is created or received by a health care provider, health plan, or health care clearinghouse. Such information relates to the past, present or future physical health, mental health or condition of an individual. PHI either identifies or could be used to identify the individual and has been transmitted or maintained in any form or medium (electronic, paper or oral).

The regulations define eighteen fields as listed below which can be used to identify individuals (patients):

1. Names
2. Geographic subdivisions smaller than a state, including street address, city, county, precinct, zip code and equivalent geocodes
3. All elements of dates (except year) for dates directly related to an individual, including birth date, admission date, discharge date, date of death, and all ages over 89
4. Telephone numbers
5. Fax numbers
6. Email addresses
7. Social security numbers
8. Medical record numbers
9. Health plan beneficiary numbers
10. Account numbers
11. Certificate/license numbers
12. Vehicle identifiers and serial numbers including license plate numbers
13. Device identifiers and serial numbers
14. Web Universal Resource Locator (URL)
15. Biometric identifiers, including finger or voice prints
16. Full face photographic images and any comparable images
17. IP address
18. Any other unique identifying number characteristic or code

Again, none of these fields are collected in Typhon Group’s student tracking systems. When an age is collected, it is only the age in years, not the birth date.

The complete HIPAA regulations, including the Privacy and Security components can be found at:
http://www.cms.hhs.gov/HIPAAGenInfo/
Security Statement

WEB SITE SECURITY
Typhon Group utilizes some of the most advanced technology for Internet security. When you access our site using a modern 128-bit web browser, Secure Socket Layer (SSL) technology protects your information using both server authentication and data encryption, ensuring that your data is safe, secure, and available only to registered users in your facility. Your data will be completely inaccessible to anyone else.

Typhon Group requires that you set up each user in your organization with a unique user name and password that must be entered each time the user logs on. Typhon Group issues an electronic session "cookie" only to record encrypted authentication information for the duration of a specific session. The session "cookie" does not include either the username or password of the user. Typhon Group does not use "cookies" to store other confidential user and session information, but instead implements more advanced security methods based on dynamic data and encoded session IDs.

FACILITIES
From the Sungard (formerly Vericenter) data center in Atlanta, Typhon Group's web servers are stored in a secure SAS 70, Type II compliant environment that uses firewalls and other advanced technology to prevent interference or access from outside intruders. More info on the data center, including security, power redundancy and connectivity can be found at:

HARDWARE
Typhon Group’s servers are maintained by the Sungard staff, who are on-site 24/7. Our servers are configured with a RAID-10 hard drive configuration, which provides the fastest and most redundant hard drive solution for SQL databases.

DISASTER RECOVERY
Client SQL databases are backed up internally multiple times per day and a full daily backup is stored offsite. If necessary, redundant servers are available for use.

FERPA
Typhon Group agrees to abide by each school’s policy regarding the application of the federal law commonly known as the Family Educational Rights and Privacy Act of 1974 (FERPA). FERPA prohibits the disclosure of a student’s education records. Each school agrees to release student names and other related information to Typhon with the understanding that Typhon will only use such information for its own purposes with regards to servicing the agreement with each school, and will not sell, release, or otherwise disseminate this information to any other entity.

If you have further questions, please contact Typhon Group Sales at 800-333-7984.

A more updated version of this security statement may be available on our website at:
http://www.typhongroup.com/security.htm

We also recommend you view our Web Site Privacy Policy at:
http://www.typhongroup.com/privacy.htm
POLICY STATEMENT REGARDING DUKE TRAINEES* ENGAGED IN RESEARCH INVOLVING HUMAN SUBJECTS AT A SITE OTHER THAN WITHIN DUHS

When a Duke trainee proposes to do human subject research at a site other than within DUHS, the conduct of the research must meet all federal regulations that govern the protection of human research subjects. In order to ensure that these regulations will be met, the following will occur:

1) The trainee will provide the DUHS IRB with a letter (email will suffice) describing the proposed research, where it will occur, the name of the mentor, and the role of the trainee in the research.

2) The trainee will provide the DUHS IRB with written confirmation from the trainee’s mentor of the trainee’s role in the mentor’s research project.

3) The trainee will provide the DUHS IRB with written confirmation from that site's IRB that the research protocol has been approved by that IRB.

4) The trainee will have completed all relevant DUHS Research Ethics educational modules. Confirmation of this will occur by DUHS IRB staff.

5) The trainee will receive notification from the DUHS IRB that completion of the above four items has been confirmed. By way of this notification, the trainee will be informed that he/she must not bring research data back to Duke for any reason unless the DUHS IRB confirms that one of the following two criteria is met:
   a) The research data are both anonymized (all direct and indirect links to subject identity are removed according to 45CFR46.101(b)(4)) and de-identified (all 18 HIPAA identifiers listed at 45CFR164.514(b) are removed) prior to arriving at Duke; or
   b) A DUHS IRB protocol has been submitted and approved prior to the data arriving at Duke.

A copy of this notification will be sent by the IRB Specialist assigned to monitor "Research Outside Duke University" to the appropriate School of Medicine or academic department office for inclusion in the trainee's record.

*This policy, appropriately modified, applies to Duke students, residents and fellows who do research involving human subjects while away from DUHS as a part of their training program. It also applies to DUSOM faculty members not on sabbatical or leave who do such research while away from DUHS.
WEEKLY PLANNING FORM

Clinical Facility:_____________________________________________________

Student:___________________________  Week#________

Summary of Week:

Strengths
Student:

Areas For Improvement
Student:

Objectives for Upcoming Week:
1.
2.
3.

*STUDENTS ARE ENCOURAGED TO USE THIS FORM

__________________________  _______________________
Student Signature           CI Signature
PT CPI Web Instructions for a CI

Login to PT CPI Web at [https://cpi2.amsapps.com](https://cpi2.amsapps.com)

1. **Your username is your email address** provided to the school you are working with.
2. **If you have previously created a password in PT CPI Web or PTA CPI Web, please use that password to login.** If you do not have a password or forgot your password, please follow these steps to create your password:
   i. Go to the CPI Web address ([https://cpi2.amsapps.com](https://cpi2.amsapps.com)).
   ii. Click on the link “I forgot or do not have a password”.
   iii. Enter your User Name in the box provided.
   iv. Click on the Continue button.
   v. Check your email account inbox for further instructions on how to set/update your password.

**PLEASE NOTE:** Make sure to close out of any internet browsers containing CPI Web prior to accessing the link in your email as this may result in an error when trying to set/reset your password. The link to change/create your password that is included in this message will expire 24 hours after the message has been created. If you try to access the link after 24 hours, you will receive a notification that the temporary authorization link is invalid. If this should occur, you will need to click on the 'I forgot or do not have a password' link located on the login page for CPI Web to receive a new password reset link.

**Update Information** – This needs to be done at least once per year (If your information is up-to-date, please go to Editing the CPI)

   1. Click on the ‘My Info’ tab to update your information. You must update the APTA Data Release Statements found in the Data Authorization section. Also, please make sure that your credentials and certifications are accurately listed.
   2. When you are finished editing, hit the ‘Update’ button.

**Verify APTA PT Training** – This can only be done if you are assigned to evaluate a student on an Open evaluation (If you’ve previously done this, please go to Editing the CPI)

   1. Click on your student’s name in the ‘My Evaluations’ section on your home page or click on the Edit link found in the Actions column in the Evaluations tab.
   2. You are prompted to verify if you have completed the APTA PT CPI Training. **If you have completed the training, please click the ‘I have completed the APTA PT CPI online training and assessment.’ button.**
      a. If you have not completed the training, please follow the directions on the page to take the APTA PT CPI Training.
      b. If the email address you took the training with is different than your username, you will be prompted to enter the email address registered with APTA.
      c. If you are having issues verifying you’ve completed the training, please contact PT CPI Web Support at ptcpiwebsupport@liaison-intl.com. Please provide your name, email address used to take the training, and the date you completed the training so that we can manually verify your training completion.
Editing the CPI
1. Once you have verified you have completed the APTA PT CPI Training, you will see all 18 sections of the CPI.
   a. You can edit one criterion at a time by clicking on the ‘Edit Now’ link on the right.
   b. You can edit all criteria at the same time by clicking on the ‘Edit All’ column header link.
2. Click on ‘View Sample Behaviors’, ‘View Introduction’, and ‘View Instructions’ to view the details of how to fill out the CPI.
3. Mouse over any underlined word to view an APTA glossary definition. This is available for the Performance Dimensions and the Anchor Points on the APTA Rating scale.
4. Add comments to the comment box and select the rating for the student on the slider scale.
   5. When you are done editing a section, click on the ‘Section Sign Off’ checkbox and hit the ‘Save’ button. Hitting Save will save the work edited on all criteria. Be sure to save your work!! If you leave the page without saving, your comments could be lost!!

Signing off on the CPI
1. Once all sections are marked as ‘Completed’, please sign-off on your CPI. In order to sign-off, you would need to click on the Evaluations tab and then on the ‘Sign-off’ link found in the Actions column. Once this has been done, you would need to scroll to the bottom of the page, select the checkbox associated with the signature, and then click on the ‘Save’ button.
2. Once you sign off on your CPI, you are unable to make any further edits! Your student will be able to view your CPI only if they have also signed off on their own CPI.

Viewing your CPI with your Student and Signing-Off on your student’s CPI
1. Click on the Evaluations tab.
2. Click on ‘View’ link in the Actions column.
3. Use the filters to see the comments from both the student and the CI at the same time.
4. In the Evaluations tab, you will also see a link to ‘Sign-off’ on your student’s CPI indicating you’ve discussed the performance with your student. Please follow the Sign-off procedures listed in the previous section to complete the sign-off on your student’s CPI.

Additional Features/Tips:
Creating a Critical Incident Report using CPI Web (only to be used as needed)
1. To create a Critical Incident Report, click the link that says ‘[Critical Incident]’.
2. Record the details of the incident clearly and concisely without reflecting any biases into the Behavior, Antecedent, Consequence, and Comments text boxes.
3. Once you are finished recording the incident, click on the ‘Submit Critical Incident’ button. When a Critical Incident report is properly submitted, the following text will appear on the screen in bold green lettering, ‘You have successfully filed a Critical Incident Report.’ If you do not see this text displayed on the screen, please click on the ‘Submit Critical Incident’ button again.
4. Once submitted, a Critical Incident Report notification will be emailed to the CCCE, ACCE and student.
5. Any completed Critical Incident Reports can be found in the Critical Incidents tab where it can be viewed and additional comments can be entered.
Submitting a Significant Concern - This **MUST** be accompanied by a Critical Incident Report using CPI Web

1. Select the Significant Concern checkbox.
2. A pop-up box will appear with the following text. ’You have indicated a Significant Concern for this criterion. A Significant Concern must be accompanied with a Critical Incident report. Click "OK" to document and submit a Critical Incident report. Click "Cancel" to uncheck the Significant Concern for this criterion.’
3. If you click on the ‘OK’ button, the Critical Incident Report text boxes will automatically appear. Please follow the steps listed above to create and submit the Critical Incident Report. **PLEASE NOTE:** If the Critical Incident Report is not submitted, the Significant Concern will not be submitted. Once a Significant Concern and accompanying Critical Incident Report are submitted, these CANNOT be reversed!
4. If you click on the ‘Cancel’ button, the Significant Concern will not be submitted.

Adding Post-Assessment Comments to the CPI:

1. Once you sign-off on the CPI, you cannot go back in to make further edits. After your meeting and review with the student, if you needed to enter in additional comments about the CPI, you would be able to add post-assessment comments to the CPI by clicking on the ‘View’ link in the Evaluations tab and then adding in the comments in the appropriate box near the bottom of the page. Post-assessments can only be made by the CI or student once they have signed-off on their own evaluation as well as signed-off on each other’s evaluations.

Here are some things to note when there are multiple CIs assigned to evaluate one student in CPI Web:

1. Only one CPI is created. All of the CIs would work on the CI portion of the CPI and the student would work on one self evaluation.
2. Each CI would have a separate comment box for all of the criteria. They would be able to see what the other CI had written, but they are unable to edit the other CI’s comments.
3. There is only one rating scale for each criterion for the CIs. This is a shared scale amongst the CIs listed on the evaluation meaning that one CI can edit the rating that was selected by the other CI.
4. The minimum requirements to mark the section sign-off box for each criterion are that at least one CI comment box must be completed for the criterion and there must be a rating selected for the criterion. For example, if one CI commented on the CPI and the other CI agreed with what the other CI had written, the other CI wouldn’t be required to enter in any comments on the CPI.
5. Once all of the section sign-offs have been checked and the evaluation is listed as Completed, either CI would be able to Sign-off that the evaluation is completed by clicking on the Sign-off link found in the Actions column in the Evaluations tab.

**PLEASE NOTE:** Once the evaluation part has been signed-off on, it will lock out any other CIs from being able to edit that evaluation part.

If you have any questions, comments or run into any issues using PT CPI Web, please contact Support at ptcpiwebsupport@liaison-intl.com.
For the best experience, open this PDF portfolio in Acrobat X or Adobe Reader X, or later.

Get Adobe Reader Now!
Clinical Education – Third Year Internships 2017-2018
General Information

DCE: Katherine Myers, PT, DPT
Office phone: (919) 668-2638
DPT Division: (919) 681-4380

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Students will maintain contact with their Faculty Advisor and the DCE during the internship. Students may be asked to assist in arranging a time for Duke Faculty to call the clinical site during the midterm of the internship period, weeks 4-6. The purpose of this contact with the student and the clinical instructor is to discuss the student’s preparation for this rotation, clinical reasoning abilities, professional demeanor and plan for advancing learning.

Grading
The Director of Clinical Education (DCE) will assign the student’s letter grade for all internship courses. During each internship period, clinical instructors will use the Physical Therapist Clinical Performance Instrument (PT CPI Web) to evaluate student’s performance and professional behavior. Similarly, students will complete self-evaluations using the PT CPI Web. The minimum performance expectation on all 18 criteria for each 12-week internship period is stated in the course syllabus. A required Training Module must be completed before clinical instructors and students are permitted to access the student’s PT CPI Web.

Attendance
Students are expected to attend every day of their clinical experience. If a student is unable to report to the hospital/clinic on any day because of illness or unforeseen circumstances, the student must notify their clinical instructor or the supervisor of the department as soon as possible. If a student’s illness is such that more than two days of an assignment will be missed, the Director of Clinical Education should be notified. Incomplete clinical education coursework, whether due to unsatisfactory performance or unforeseen circumstances (sickness, etc.), may be made up. The length of the make-up period will be determined by the faculty.

Time off*
With prior written approval of the CI and/or CCCE, students may take time off. No unauthorized absences from clinical experiences are permitted.

- Students are permitted to request up to two days out of the clinic during each 12-week period. This time out of clinic must be approved by the clinical instructor;
- Time out of the clinic includes absences for personal reasons, attendance at a professional conference, or interviews for Residency training.

*A rubric illustrating the various options for time off during and between internship periods is included as a separate document this internship packet.

“White Space” Assignment
During each internship period, the student will seek to engage in a professional development project that is clinically meaningful to the student and the site. This project requires guidance and active involvement of clinical faculty and/or an administrator. Please initiate discussion with your intern about their interests and your ideas for meeting this requirement early in the internship period.
Legal Aspects
A written affiliation agreement or contract will be maintained between the University and each affiliating clinical site. One copy is kept on file at the University and one with the affiliating site. Students have read the affiliation agreement for your clinical institution and should demonstrate knowledge of this document. Students are aware that licensure and scope of physical therapy practice vary from state to state. Students should demonstrate awareness of the practice act in your jurisdiction.

Administrative and professional supervision of the student physical therapist is, at all times, the responsibility of the affiliating clinical facility. The clinical facility retains sole authority and responsibility for the care and treatment of patients and will assure that each student has a consistent and appropriate level of supervision. Professional liability insurance for students is provided by the University for physical therapist students assigned to clinical sites as part of their training.

Students are required to carry health insurance while participating in clinical education coursework and at all times while matriculating as a student at Duke University. Students may purchase the student health insurance policy made available to them through the University, or show evidence of their coverage under a private policy.

Inservice Education
Each student may be required to present an inservice. This inservice may be a case presentation or any topic that the student and clinical instructor agree is relevant to the learning environment.

Professionalism
Students are to adhere to the policies and procedures of their affiliating departments and hospitals. It is the student’s responsibility and that of the clinical supervisor to assure the student knows and understands these policies and procedures. The student is to adhere to the work hours of the facility and those of their CI, complete necessary paper work on time, and complete other duties related to this internship experience as assigned.

A nametag must be worn at all times and should identify the student as “student” or “intern.”

Students must wear professional attire required by the clinical institution or the Doctor of Physical Therapy dress code.