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TO: Center Coordinators of Clinical Education

FROM: Debora D. Brown, PT, DPT, MTC  
Academic Coordinator of Clinical Education

Gretchen Seif, PT, MHS, OCS, FAAOMPT  
Assistant Academic Coordinator of Clinical Education

RE: PT CPI Web

Our students are looking forward to starting their clinical practicum at your facility. As always, our commitment is to partner with excellent clinical sites to provide educational opportunities for our students that best prepare them for clinical practice. Part of this commitment is finding the most effective ways to assess performance and provide timely feedback for our students. It is with this in mind that we are excited to begin using **PT CPI Web**, the new online version of the Clinical Performance Instrument.

PT CPI Web was developed by Academic Management, Inc., in cooperation with APTA to provide academic institutions, clinical sites and students an opportunity to assess clinical performance in an efficient and easy to use manner. There are a few key differences between the new version of the CPI and the version we have been using. First, the new version has 18 performance criteria. Several of the previous criteria have been collapsed for ease of use. Also, specific defined rating scale anchors are now used to better enable standardized assessment of clinical performance. Lastly, this new version is only available in a web-based format which will allow efficient communication between the student, CI, CCCE and ACCE about the student's clinical performance.

PT CPI Web became available nationally starting July 15, 2008, and we anticipate many PT programs will begin to use this format in the coming years. With the change to this new web-based assessment tool we anticipate there will be a learning curve. For this reason, many resources are available to aid in this transition to using the online version of the CPI.

All students, CIs and CCCEs are required to complete an online learning module which provides instruction on how to assess performance of students using PT CPI Web (See "Steps to Get Started" enclosed). Once completed, you will not have to repeat this module for future students or other schools who use PT CPI Web. CE credit is available through the APTA. Resources through Academic Management, Inc. will be available to assist with any troubleshooting. Enclosed you will find several documents that will aid in using the PT CPI Web. In addition, you can contact either of us at any time for assistance with PT CPI Web.

The enclosed documents outline the necessary steps you and your CIs will need to complete in order to use PT CPI Web for the upcoming clinical internship. Please review the following documents with the CI assigned to work with our student:

- Contact Information Confirmation Sheet (bright)  
- **Please return via Fax to 843-792-2829 as soon as possible**
- What is PT CPI Web?
- PT CPI Web Steps to Get Started
- Criteria Themes and Items Quick Reference
- Definitions of Performance Dimensions and Rating Scale Anchors

For this 8-week clinical practicum, **CIs and students will be required to complete both a midterm and final self-assessment.**

In the new format of PT CPI Web, defined rating scale anchors are used to assess student performance. At the end of this clinical internship we expect at a minimum, that our students will achieve “Entry-level Performance” in all performance criteria. If you have specific concerns about a student’s performance in any area, PT CPI Web enables you to alert the ACCE via the web portal. However, as always, if you have concerns about a student’s performance contact either of us immediately in whatever way is most convenient for you.

Once you experience the ease and benefits of the PT CPI Web, I believe you will join us in welcoming this new and exciting phase of clinical education. PT CPI Web will enable efficient communication and valuable feedback to help our students continue to grow as learners and clinicians. Please do not hesitate to contact us with questions you may have about PT CPI Web or the clinical practicum. I look forward to hearing from you.

Sincerely,

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# PT CPI Web – Steps to Get Started

## Before Clinical Internship Begins:

- Complete the online PT CPI training module.
  - You will not be able to access PT CPI Web without completion of the module
  - CE credit available
  - Allow approximately 1.5 hours to complete.
    - You can break the learning module into portions
  
- Module can be accessed via the web:
  - <http://www.apta.org/am/aptaapps/restricted/ptcpi/index.cfm>
  - Password: Please contact Gretchen Seif at [seif@musc.edu](mailto:seif@musc.edu) or (843) 792-9345 for password

## Once Clinical Internship Begins

- Log on to PT Web CPI
  - <http://www.ptcpiweb.org/login>
  - User ID and Password Please contact Gretchen Seif at [seif@musc.edu](mailto:seif@musc.edu) or (843) 792-9345 for login and password
  
- Click on “My Info” in the top right portion of the screen.
  - Update your personal information
  - CHANGE YOUR PASSWORD

## Midterm Evaluation

- Complete the “**Midterm Evaluation**” on PT Web CPI
  
- Review the student’s Midterm self-assessment online.

## Final Evaluation

- Complete the “**Final Evaluation**” on PT Web CPI
  
- Review the student’s final self-assessment online.

## PT CPI Web Criteria Themes and Items

### Professional Practice

1. Safety: Practices in a safe manner that minimizes the risk to patient, self, and others.
2. Professional Behavior: Demonstrates professional behavior in all situations.
3. Accountability: Practices in a manner consistent with established legal and professional standards and ethical guidelines.
4. Communication: Communicates in ways that are congruent with situational needs.
5. Cultural Competence: Adapts delivery of physical therapy services with consideration for patients' differences, values, preferences, and needs.
6. Professional Development: Participates in self-assessment to improve clinical and professional performance.

### Patient Management

7. Clinical Reasoning: Applies current knowledge, theory, clinical judgment, and the patient's values and perspective in patient management.
8. Screening: Determines with each patient encounter the patient's need for further examination or consultation\* by a physical therapist\* or referral to another health care professional.
9. Examination: Performs a physical therapy patient examination using evidenced-based\* tests and measures.
10. Evaluation: Evaluates data from the patient examination (history, systems review, and test and measures) to make clinical judgments.
11. Diagnosis and Prognosis: Determines a diagnosis\* and prognosis\* that guides future patient management.
12. Plan of Care: Establishes a physical therapy plan of care\* that is safe, effective, patient-centered, and evidence-based.
13. Procedural Interventions: Performs physical therapy interventions\* in a competent manner.
14. Educational Interventions: Educates\* others (patients, caregivers, staff, students, other healthcare providers\*, business and industry representatives, school systems) using relevant and effective teaching methods.
15. Documentation: Produces quality documentation\* in a timely manner to support the delivery of physical therapy services.
16. Outcomes Assessment: Collects and analyzes data from selected outcome measures in a manner that supports accurate analysis of individual patient and group outcomes.\*
17. Financial Resources: Participates in the financial management (budgeting, billing and reimbursement, time, space, equipment, marketing, public relations) of the physical therapy service consistent with regulatory, legal, and facility guidelines.
18. Direction and Supervision of Personnel: Directs and supervises personnel to meet patient's goals and expected outcomes according to legal standards and ethical guidelines.

## DEFINITIONS OF PERFORMANCE DIMENSIONS AND RATING SCALE ANCHORS

### *Performance Dimensions*

<b>Supervision/ Guidance</b>	Level and extent of assistance required by the student to achieve entry-level performance. <ul style="list-style-type: none"> <li>▪ 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.</li> </ul>
<b>Quality</b>	Degree of knowledge and skill proficiency demonstrated. <ul style="list-style-type: none"> <li>▪ As a student progresses through clinical education experiences, quality should range from demonstration of limited skill to a skilled performance.</li> </ul>
<b>Complexity</b>	Number of elements that must be considered relative to the task, patient, and/or environment. <ul style="list-style-type: none"> <li>▪ 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.</li> </ul>
<b>Consistency</b>	Frequency of occurrences of desired behaviors related to the performance criterion. <ul style="list-style-type: none"> <li>▪ As a student progresses through clinical education experiences, consistency of quality performance is expected to progress from infrequently to routinely.</li> </ul>
<b>Efficiency</b>	Ability to perform in a cost-effective and timely manner. <ul style="list-style-type: none"> <li>▪ As the student progresses through clinical education experiences, efficiency should progress from a high expenditure of time and effort to economical and timely performance.</li> </ul>

### *Rating Scale Anchors*

<b>Beginning performance</b>	<ul style="list-style-type: none"> <li>• A student who requires close clinical supervision 100% of the time managing patients with constant monitoring and feedback, even with patients with simple conditions.</li> <li>• At this level, performance is inconsistent and clinical reasoning* is performed in an inefficient manner.</li> <li>• Performance reflects little or no experience.</li> <li>• The student does not carry a caseload.</li> </ul>
<b>Advanced beginner performance</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• The student may begin to share a caseload with the clinical instructor.</li> </ul>
<b>Intermediate performance</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• At this level, the student is proficient with simple tasks and is developing the ability to consistently perform skilled examinations, interventions, and clinical reasoning.</li> <li>• The student is <b>capable of</b> maintaining 50% of a full-time physical therapist's caseload.</li> </ul>
<b>Advanced intermediate performance</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• At this level, the student is consistent and proficient in simple tasks and requires only occasional cueing for skilled examinations, interventions, and clinical reasoning.</li> <li>• The student is <b>capable of</b> maintaining 75% of a full-time physical therapist's caseload.</li> </ul>
<b>Entry-level performance</b>	<ul style="list-style-type: none"> <li>• A student who is <b>capable of</b> functioning without guidance or clinical supervision managing patients with simple or complex conditions.</li> <li>• At this level, the student is consistently proficient and skilled in simple and complex tasks for skilled examinations, interventions, and clinical reasoning.</li> <li>• Consults with others and resolves unfamiliar or ambiguous situations.</li> <li>• The student is <b>capable of</b> maintaining 100% of a full-time physical therapist's caseload in a cost effective manner.</li> </ul>
<b>Beyond entry-level performance</b>	<ul style="list-style-type: none"> <li>• A student who is <b>capable of</b> 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.</li> <li>• At this level, the student is consistently proficient at highly skilled examinations, interventions, and clinical reasoning, and is capable of serving as a consultant or resource for others.</li> <li>• The student is <b>capable of</b> maintaining 100% of a full-time physical therapist's caseload and seeks to assist others where needed.</li> <li>• The student is capable of supervising others.</li> <li>• The student willingly assumes a leadership role* for managing patients with more difficult or complex conditions.</li> </ul>

## What is PT CPI Web?

The **PT CPI Web** allows student to self-assess their clinical performance throughout the clinical education experience, with formal documentation required at mid and final evaluation periods. The **Clinical Instructor (CI)** can formally evaluate the student's performance on the 18 PT performance criteria, as well as enter notes about the student's progress throughout the clinical experience.

The site is also a locus of communication between the **Academic Coordinator/Director of Clinical Education (ACCE/DCE)**, **Center Coordinator of Clinical Education (CCCE)**, **CI** and the student. The **CCCE** can track the progress of all students completing their clinical education experience at their clinical site. **CIs** with concerns about a given student are able to communicate these concerns to their **CCCEs** and the **ACCE/DCE** with one click of the mouse.

## Why Should I Use PT CPI Web???

There are many benefits for **CIs** and **CCCEs** for moving to **PT CPI Web**:

- ◆ 18 PT performance criteria (25% fewer performance criteria to evaluate)
- ◆ Earn **CEUs** by completing APTA's new PT CPI training
- ◆ All of your evaluations in one convenient place
- ◆ Complete online access, anytime, anywhere
- ◆ No cost to you
- ◆ Simple recording of student performance evaluations, from day to day
- ◆ Quickly add comments for multiple evaluations without flipping through tons of paper
- ◆ Contact your students and involved colleagues through internal messaging
- ◆ Add/Edit notes directly into the PT CPI Web and save your progress
- ◆ Easily update your personal information, certifications and credentials

# How Easy is PT CPI Web to Use?



1. Go to [www.ptcpiweb.org](http://www.ptcpiweb.org)
2. Log in using your email address and password provided by your Academic Program
3. Start using PT CPI Web

### My Info

**Name:**  
Test CI 1

**Email:**  
ci1@test.edu

**Phone Number:**  
555-555-5558

**My Info Last Updated:**  
04/28/2008 03:19:33 PM

- [Edit My Info](#)
- [Change Password](#)

### Internal Messaging

**A tip from AMS...**

If you are having issues viewing your CPI (i.e. the layout of your CPI doesn't seem right), please try using the Mozilla Firefox browser. This should fix any viewing problems you should have.

Thank you!

**Keep informed of important announcements**

PT CPI Web Support Team

### My Messages

**1 New Message:**

- [Sick today](#)

[My Message Center](#)

### APTA Links

- [APTA](#)

### Program Links

- [PT CPI Web](#)

### Welcome to PT CPI Web

**Keep your information current**

Welcome everyone to PT CPI Web! We hope you find this website easy to use and hope that it lightens your workload, moving from a 24 criteria PT CPI to an all new 18 criteria, with a new rating scale.

Thank you for participating!

ACCE

### My Incident Reports

**1 Unreviewed incident:**

- 04/28/2008  
T. Student 1  
[My Incident Center](#)

### My Evaluations

PT CPI Eval. List:  
(1 found)

Assessments for	% Comp.
Test CI 1	
Test Student 1	5% (MT)

[Full List View](#)

**Check the status of Critical Incidents**

**Click on your students name to get started on your PT CPI!**

## Minimum Computer Requirements:

### PC USERS:

#### Operating System:

Windows 2000 or newer

#### Internet Browser:

Mozilla Firefox 2 (Preferred)

Internet Explorer 6 or newer

### MAC USERS:

#### Operating System:

Mac OS 10.1 or newer

#### Internet Browser:

Mozilla Firefox 2

Safari 2 or newer