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CPI Reviewer Training Manual©

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CPI Reviewer Training Manual[©]

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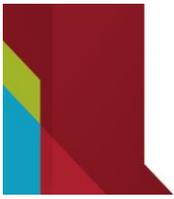


Table of Contents

ROLE OF THE CLINICIAN CPI REVIEWER 1

ROLE OF THE DCE 1

UNMC DPT PROGRAM OUTLINE 1

UNMC CLINICAL EDUCATION POLICIES AND PROCEDURES 1

CLINICAL EDUCATION COURSE SYLLABI 1

CPI REVIEW PROCESS..... 2

EXPECTATIONS FOR STUDENT PERFORMANCE 3

REVIEWING AND PROVIDING COMMENTS ON CPIS 4

CASE SCENARIOS 6

FACULTY REVIEWER EXAMPLES 9

UNMC PHYSICAL THERAPY CLINICAL PERFORMANCE REVIEW AGREEMENT 11



UNMC Division of Physical Therapy Education CPI Reviewer Training

Role of the Clinician CPI Reviewer

- Identify any student or clinical instructor performance issues or concerns expressed by student or the CI.
- Communicate any concerns regarding student or CI performance to DCE.
- Provide feedback to student and CI regarding the student's performance and any recommendations for student or CI to improve performance or instruction.
- Complete CPI reviews in a timely manner.
- Notify the DCE if you have a conflict of interest reviewing a particular CPI. Examples of conflicts of interest would include reviewing a CPI of a student you have employed in your clinic, a CI who is a co-worker, or anyone else that you would not be able to provide impartial feedback towards. This also includes students who are being instructed in your facility.

Role of the DCE

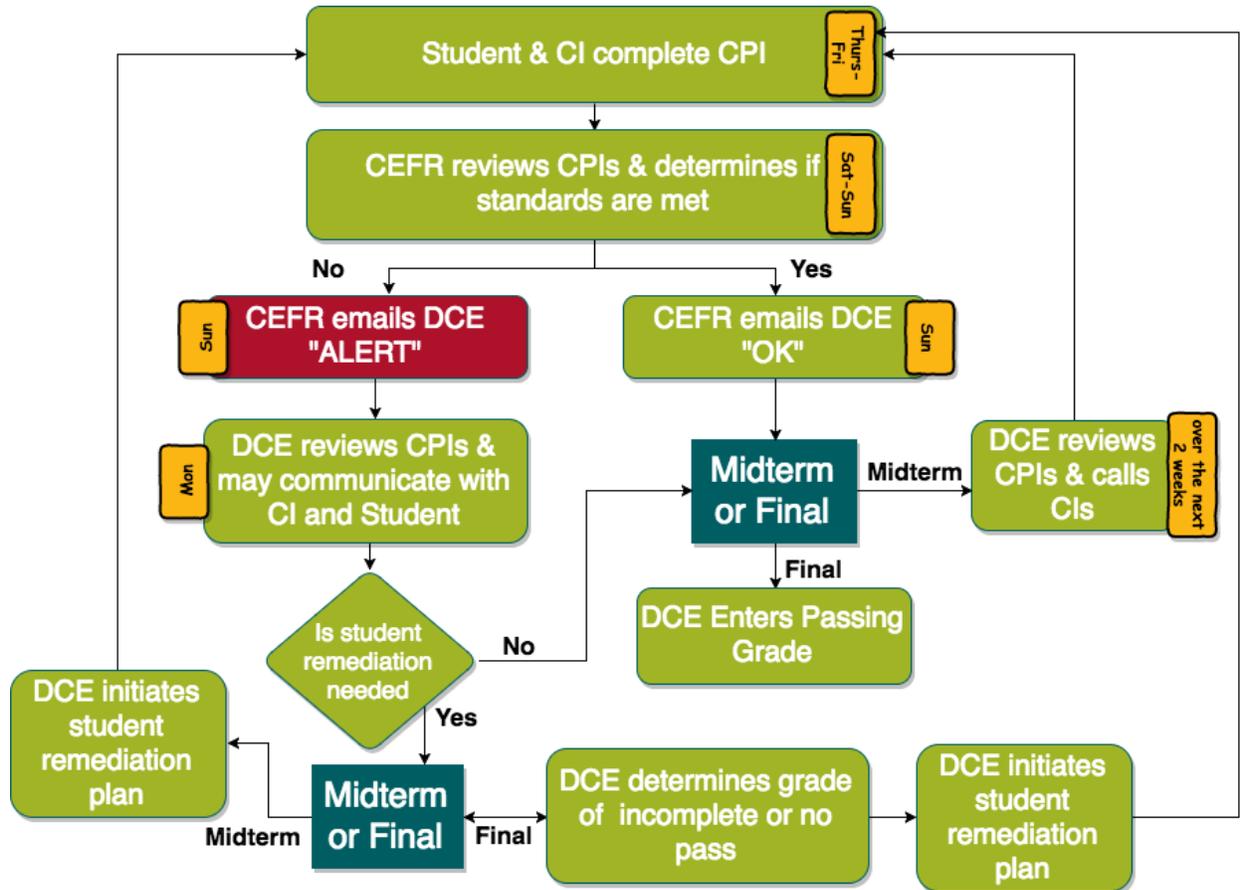
- Provide ongoing training and mentoring for clinician reviewers.
- Assign student CPI's to clinician reviewers.
- Follow-up on concerns identified by clinician reviewer and develop remediation plans for students, as indicated.
- Provide student grades for the clinical education internship/course.

[UNMC DPT Program Outline](#)

[UNMC Clinical Education Handbook](#)

[Clinical Education Course Syllabi](#)

CPI Review Process





Expectations for Student Performance

Final Performance Expectations

PHYT 650: Students should be at, or above, the Advanced Beginner to Intermediate Level of performance on all 18 performance criteria with supporting comments by the end of the internship. This is the student's first full time clinical experience. All core didactic clinical coursework has been completed prior to this internship. Occurs from late May – late June of each year.

PHYT 750: Students should be at, or above, the Advanced Intermediate Level on all 18 performance criteria with supporting comments by the end of the internship. All didactic coursework has been completed prior to this internship. Occurs from late October to mid-December of each year.

PHYT 751: Students should be at Entry Level performance on all 18 performance criteria with supporting comments by the end of the internship. Occurs from early January – late February of each year.

PHYT 752: Students should be at Entry Level performance on all 18 performance criteria with supporting comments by the end of the internship. This is the student's final clinical experience. Occurs from early March – late April of each year.

Midterm Performance Expectations:

Typically the student scores on the assessment scale should be at least ½ way towards the final expectations for the clinical internship with comments that support these marks. For instance, the student who is expected to be at entry level by the end of the PHYT 752 internship is typically at least at an Intermediate Level by midterm. Though, this is not always the case as some CI's on internships such as a pediatric internship progress students more slowly with the patient caseload and thus grade the student at a lower level at midterm. If students have not reached this ½ way mark, and/or the comments indicate there is a concern, the DCE should be alerted immediately.



Reviewing and Providing Comments on CPIs:

- Sign in to the CPI using your clinician reviewer user name and password. When you have a student in the clinic, you will use your CI user name and password.
- Pay particular attention to the red flag performance criteria on the CPI which includes Safety, Professional Behavior, Accountability, Communication, and Clinical Reasoning.
- Phrase all feedback in a positive or constructive manner.
- Provide feedback to student on behaviors/performance in which the student is doing well to reinforce continued performance.
- Provide feedback to student on behaviors/performance that need improvement including suggestions for improving performance.
 - Example: You note that the CI states the student is struggling to complete a thorough physical examination of patients having a diagnosis of low back pain. You would encourage the student and CI to develop a goal to address this performance issue, if they have not already done so, and suggest potential strategies that could be utilized to meet this goal such as the student reviewing their class notes.
- Provide feedback to CI on instruction that is being provided to student:
 - Example: You note that the CI states the student has been unable to practice supervising a physical therapy technician to evaluate criterion related to Direction and Supervision of Personnel as there are no technicians at this facility. You would encourage the CI to provide this opportunity to the student by having the CI serve as the student's physical therapy technician.
- Provide feedback to the student and/or CI regarding assessment of student performance.
 - Example: You note the student is being assessed at Entry Level on the assessment scale even though the narrative comments state the student consistently requires 50% supervision and is only seeing 25% of the patient caseload which is inconsistent with Entry Level performance. You would remind them of definition of Entry Level performance.
 - Example: You note the CI comments associated with a criterion are “no concerns in this area.” You would encourage the CI to provide specific examples of performance relative to sample behaviors.



- Watch for repetitive comments/patterns made by either the student or CI that may indicate an underlying issue.
Example: You note the CI makes the comment “I have encouraged the student to go back and look at their ortho notes and other resources” on several criteria on the midterm CPI. You would comment on the importance of taking time outside of the clinical to review content and being prepared each day.
- In your feedback, please thank the clinical instructor for providing this experience for this student.
- The above comments should be provided in the “Post Assessment Comments” section which is at the bottom of the CPI for midterm and final. At the end of your feedback, please state, “**Please contact Name of DCE if you have any questions or concerns during this clinical internship at DCE email and phone number.** Also include your name and credentials.
- Sign off that you have read and reviewed the document by clicking on the “Mark Midterm as Read” button.
- Notify the student and/or the CI if they have not signed off on each other’s CPI. Also notify the DCE to follow up.
- Monitor if any clinical time was missed by the student which should be indicated at the bottom of the CPI (above the Post assessment comment section). UNMC Clinical Education Policy is that missed clinical time is made up. If the CI or student does not state how missed time was made up please notify the DCE.
- Notify the DCE once reviews are complete and alert them to any behavior or comment by a student/CI on the CPI that:
 1. indicates student is not on track to meet performance level
 2. indicates student is exhibiting behaviors that are not professional
 3. indicates there are concerns about the quality of teaching at the clinical site
 4. indicates behaviors or performance inconsistent with UNMC clinical education policies and procedures as outlined in the UNMC Clinical Education Handbook
- Only read the CPIs of students that the DCE has assigned to you. **All information is confidential and protected by the Family Educational Rights and Privacy Act (FERPA) which is a law that protects the privacy of students.** Do not disclose any information related to the student or clinical instructor to anyone except the DCE. The



FERPA law is similar to the HIPAA law in that it protects the privacy of individuals. You will be required to sign a non-disclosure form.

Case Scenarios

(What would be your feedback? When/would you contact the DCE?)

Student CPI Comments Regarding Performance/CI Instruction/Clinical Experience

“My CI’s teaching style was very conducive to learning. He proposed ideas in a manner that has allowed me to critically analyze my performance without discouraging me. He used every opportunity to constantly teach as opposed to merely put me to work.” (at final)

“I have not performed an examination thus far in this experience. I have not yet developed a plan of care for a patient. I have not done much education so far in this experience (my interaction with parents has been minimal); however, I have worked on educating a patient regarding safe techniques to access environment. I am not yet able to educate patients/parents without guidance/supervision due to limited exposure to this practice setting. I have had the opportunity to work with a PTA, but have not done any of the decision making regarding utilization nor have I provided instruction.” (at midterm)

“I enjoy interacting with the patients, nurses, and clinicians at this facility - it's easy to demonstrate professional behaviors in such a supportive environment. In addition to being on time and prepared, I strive to be helpful and dependable. When interacting with patients, I feel confident in my ability to show them my genuine care for their well-being. I'm excited for new learning opportunities and can continue to improve by requesting more feedback about my performance from my CI.” (at midterm)

“Help with determining PT diagnosis and frequency of intervention.” (at midterm)



CI Feedback Regarding Student Performance

“Excellent written communication and communication with CI regarding patient diagnoses and treatment. Often hesitant to initiate conversation with other professionals prior to co-tx sessions. Occasionally is hesitant to initiate conversation with patients' family.”

“Student has consistently demonstrated excellence in professional behavior. He exhibits caring, compassion and empathy in all interactions and is professional in his appearance, demeanor and work ethic. Student has had two patients who have certainly tested his professionalism, in particular, one patient who became quite belligerent and attempted to wrap a gait belt around his neck. Student remained calm but firm and managed this patient's behavior in a way that was both direct but polite. I would rate his professional behavior as beyond entry level.”

“She has improved quite a bit in this category from the beginning of the internship. At the start of the internship I was unable to tell her to go perform quadriceps stretch/hamstring stretch/gastrocnemius stretch on patient without telling her exactly what to do in order to stretch the musculature. She did not understand the difference between stretching and contracting. Was unable to verbalize what a stretched position would entail, even after understanding what the contracted position would be. This occurred with quadriceps as well. When describing a stretch she described an active lunge with 90/90 position of both knees. She has difficulty with differentiating concentric vs eccentric. This has occurred with ankle and shoulder movements (IR/ER of shoulder: DF/PF of ankle). She does well with progressing exercises based on repetitions and resistance, but not with new or differing exercises. She has difficulty coming up with exercises and understanding the why upon the intervention. She also needs to make sure the given exercise is in fact targeting the muscle specified and make sure the patient is correctly performing the exercise throughout the entire set. She does this about 25% of the time.”

“Student is doing well with nearly all sample behaviors. We will work toward items e and k. I have observed a few instances where interactions with patients could have been construed as slightly disrespectful. This has primarily been with male patients, and my personal feeling is that this was certainly not intended. I feel that there may have been some nervousness involved and that some of it could have been gentle joking that was misinterpreted by the patient as observed by their responses. Student was made aware of one occurrence and showed deep concern, was apologetic and assured me nothing was intended. I certainly do not feel this is a large problem and feel it will likely improve dramatically as he becomes more comfortable with clinical situations and can focus on and recognize patient responses more effectively. We will certainly work on guiding this. One thing that may help that we will specifically implement is assuring that instructions to patients are professional and empathetic. If the patient does not seem to be



understanding what is being asked, we will work hard to recognize this and patiently instruct them in another way to facilitate understanding and assure the patient is not offended. Again, I feel as though our main issues are likely with nervousness in the interactions resulting in somewhat of a demanding demeanor. This will likely improve dramatically with experience.”

No issues

Student needs further experience. I have encouraged him to return to his orthopedic material from school as well as utilize my resources to come to conclusions. At this point he requires verbal assistance with each new evaluation.



Faculty Reviewer Examples

“Student name - A couple of thoughts regarding CIs comments: Please practice your palpation and goniometric measurements over the holiday break with family members and/or friends. This is something you will want to be strong in going into your next clinical. In regards to supervision of staff. Please reflect on CIs comments in this CPI. I would also like you to reflect on the importance of professional duty by health care members in order to provide optimum care for a patient. As a physical therapist, you will be the person responsible for assuring that clinical staff provide professional care of the patient. Accepting the role as supervisor will be part of your duty to assure that everyone is providing ethical, efficient, and optimum care for each patient. Overall very good performance on this clinical. CI name - Thank you for all of your efforts in providing student with such a great learning experience!”

“Student name - sounds like you are having a very good clinical experience! Keep up the good work! Please, remember to update your goals with CIs input. Enjoy the rest of your internship! Thank you CI name.”

“Student name - Sounds like you are making good progress. CI mentioned safety with lines, vital signs and monitoring patient fatigue with activity as areas for improvement. I would recommend establishing goals for improvement in these safety areas. CI name - Thank you for providing this internship for student.”

“Student name - Sounds like you have performed well on this clinical and improved in many performance areas. Good job! It was also good to read that you are aware of the importance of monitoring patient vital signs. CI name - Thank you for providing this clinical experience for student. It was great to read of student’s improved performance over the past 4 weeks. Thank you for all of your efforts!”

“Great to read the reflective comments that you both have made throughout this midterm CPI report. CI name, thank you for your all your efforts in providing student with an excellent internship. I am sure student name greatly appreciates the constructive feedback you are providing and will make the most of this clinical experience. I like the plan/goals that you have outlined in your midterm comments. Keep up the good work guys!”

“Student name, use of journaling to reflect on her progress has helped her to identify areas she wants to address including clinical reasoning regarding patient impairments, including the patient as part of the care team (i.e. discussion of goals), and not making assumptions about medical management. Remember, that all healthcare professionals are human beings who can make a mistake so if you have a concern about medical management or just need clarity....ask for clarity. It was a pleasure to review this objective, specific reflection by you both.”



“Student name, please provide more examples of sample behaviors in your comments to help you to establish specific goals for continued improvement. It sounds like you are progressing well based on your CI's comments. Make some specific goals for the next 4 weeks based on the areas for improvement that your CI has noted. CI name-Thank you for providing student with this opportunity!”

“Student name, in reading the comments above, I am concerned with your performance on this clinical. This is your first full-time clinical, and although we would expect improvement on each performance criterion with additional experience and practice, it is the lack of interest and initiative that reflects poorly on professional behavior. It may be helpful to speak with DCE name regarding any reservations or concerns in treating this patient population or clinical readiness moving forward. CI name, I feel it is necessary to contact DCE name regarding student's performance during the last half of this clinical. Thank you for your honest assessment and constructive feedback.”

“Student name, sounds like you are learning a lot on this affiliation. Looking at your CI's scores vs yours, you may be being a little too critical of yourself. It looks like you are right where you should be at this point in the affiliation according to your CI and you are right on track to be at Entry level by the completion of this internship. Keep up the good work. Thanks CI name for providing this opportunity for student. I hope you both enjoy the rest of this affiliation.”



UNMC Physical Therapy Clinical Performance Review Agreement
(approved May 28, 2014)

This Agreement is between the Board of Regents of the University of Nebraska, a corporate public body, by and on behalf of the University of Nebraska Medical Center (“UNMC”) and _____, a Nebraska-licensed physical therapist, (hereafter “Reviewer”).

Reviewer shall review UNMC Physical Therapy student (“Student”) clinical performance and provide written feedback regarding Student performance on the Clinical Performance Instrument (“CPI”) at the CPI website at https://cpi2.amsapps.com/user_session/new. Reviewer shall not access any other websites while performing services under this Agreement. Reviewer shall contact the UNMC Director of Clinical Education (“DCE”) if Reviewer has concerns regarding Student or clinical instructor performance. The DCE is responsible to determine appropriate actions regarding Student or clinical instructor performance issues identified by Reviewer. The DCE shall determine the Student’s grade for the clinical education course.

Student clinical education performance information and Reviewer feedback is confidential information and covered by the Family Educational Rights and Privacy Act (FERPA). Reviewer agrees to access only the CPIs assigned to Reviewer by the DCE. Reviewer agrees to use Student and clinical instructor information only to perform services under this Agreement and shall not further use or disclose information for any other purpose.

Reviewer agrees to perform the services described in this Agreement and agrees to maintain the confidentiality of all information accessed during the performance of services under this Agreement subject to the terms above.

Reviewer Name

Reviewer Signature

Date