



Marshall University Syllabus
College of Health Professions
School of Physical Therapy

Course

PT 793 Clinical Internship III

Course Description

This 12-week, 6 credit course is the second of a series of three supervised clinical education experience emphasizing continued development and reinforcement of clinical skills in various clinical settings. Competence is expected in areas of the material presented to date in the curriculum. The student must have successfully completed all prior curricular course work.

Credits

6 credits

Prerequisites

Competence is expected in areas of the material presented to date in the curriculum. The student must have successfully completed all prior curricular course work.

Students are required to have proof of meeting all health requirements including CPR certification and those outlined in the Clinical Education Handbook, which is available at: <https://www.marshall.edu/physical-therapy/files/MUSOPT-Clinical-Education-Handbook-Oct2019.pdf>

If a clinical site required documentation to verify the student's records, the student is responsible for providing those records from their Castle Branch (<https://www.castlebranch.com/>) and Exxat (<https://login.exxat.com/>) accounts.

In addition, some clinical sites may require additional screenings or immunizations (i.e. fingerprinting, repeated background checks or drug screens). It is the student's responsibility to identify any additional requirements, the process for completion, and ensuring that the results are provided to the site. Students may gain this information through correspondence and discussion with the clinical education site and DCEs prior to placement and through clinical site information forms located on Exxat.

Term/Year

Spring 2026

Class Meeting Days/Times

12 weeks full-time per clinical instructor's schedule

Location

Assigned Clinical Site

Academic Calendar

For beginning, ending, and add/drop dates, see the [Marshall University Academic Calendar](https://www.marshall.edu/academic-calendar/) (URL: <https://www.marshall.edu/academic-calendar/>).

Instructor

Gretchen R. Prather, PT, DPT, EdD, NCS

Contact Information

- Office: SMEC Room 145
- Office Hours: By appointment. Office hours may be held in person or virtually via Teams at the instructor's discretion and based on the student's clinical schedule. Students may email or call (office or cell phone) DCE to request appointment. Scheduled site visits or midterm calls (with student and clinical instructor) will be completed at least once during the course by the DCEs or a member of the Clinical Education Committee.
- Office Phone: 304-696-5608
- Marshall Email: Gretchen.prather@marshall.edu

Health and Safety Information

All members of the Marshall University community are expected to always observe health and safety protocols. This includes general health and safety protocols as well as specific protocols that might emerge in response to community and campus health conditions.

Required and/or Recommended Texts and Materials

Required Texts and Materials

APTA Clinical Performance Instrument 3.0: CPI 3.0: <https://cpi.apta.org/login>

All students, clinical instructors, and DCEs are required to complete an online training module prior to using the instrument. All students completed this training during Summer 2024. The DCE will provide instructions to clinical instructors regarding completion of the online training prior to the student's clinical internship.

Students will access the online CPI portal at the web address above. Students will sign in using their APTA login. At midterm, students will complete a self-assessment using the CPI online portal PRIOR to meeting with their CI. The CI will complete an assessment of the student using the same tool. The student and CI will meet to

discuss and share their ratings. The DCE may consult with the student and CI by phone or via a site visit if questions or problems arise.

At the end of the clinical experience, the student and CI will again complete the CPI separately, review together, and consult the DCE as needed. Student self-assessments must be completed and "signed off" by the student AND the CI on or before the last day of the rotation.

Recommended/Optional Texts and Materials

Required textbooks from prior course work are recommended as resources and reference materials as is current evidence accessed via online search engines.

Course Student Learning Outcomes

The table below shows the following relationships: How each student learning outcome will be practiced and assessed in the course.

Course student learning outcomes	How students will practice each outcome in this course	How student achievement of each outcome will be assessed in this course
Students will create a safe practice environment that minimizes risk to patient, self, and others and is consistent with entry level practice. 7D6, 7D14	Clinical Experience and application of psychomotor skills	As reported on Clinical Performance Instrument (CPI), Clinic Documentation, Clinic Visit Skills Performance, Discussion with Clinical Instructor (CI)
Students will value professional behavior in all situations, consistent with entry level performance. 7B1, 7B3	Clinical Experience and application of psychomotor skills	As reported on CPI, Clinic Documentation, Clinic Visit Skills Performance, Discussion with CI
Students will consistently interpret established legal and professional standards and ethical guidelines within the context of entry level physical therapy practice. 6F, 7B1, 7B3	Clinical Experience and application of psychomotor skills	As reported on CPI, Clinic Documentation, Clinic Visit Skills Performance, Discussion with CI

Course student learning outcomes	How students will practice each outcome in this course	How student achievement of each outcome will be assessed in this course
Students will choose communication style that is congruent with situational needs based on entry level 6F, 7B1, 7B3, 7C2	Clinical Experience and application of psychomotor skills	As reported on CPI, Clinic Documentation, Clinic Visit Skills Performance, Discussion with CI
Students will select delivery of physical therapy services with consideration for patients' differences, values, preferences, and needs consistent with entry level practice. 7C1, 7C2, 7C3, 7D13	Clinical Experience and application of psychomotor skills	As reported on CPI, Clinic Documentation, Clinic Visit Skills Performance, Discussion with CI
Students will evaluate own clinical and professional performance for self-improvement and growth towards entry level practice. 7B1	Clinical Experience and application of psychomotor skills	As reported on CPI, Clinic Documentation, Clinic Visit Skills Performance, Discussion with CI
Students will synthesize current knowledge, theory, clinical judgment, and the patient's values and perspective in patient management. 7C1, 7C2, 7C3	Clinical Experience and application of psychomotor skills	As reported on CPI, Clinic Documentation, Clinic Visit Skills Performance, Discussion with CI
During each patient encounter, student will appraise the patient's need for further examination or consultation by a physical therapist or referral to another health care professional. 6F, 7D1D, 7D16	Clinical Experience and application of psychomotor skills	As reported on CPI, Clinic Documentation, Clinic Visit Skills Performance, Discussion with CI

Course student learning outcomes	How students will practice each outcome in this course	How student achievement of each outcome will be assessed in this course
Students will design and perform a physical therapy patient examination using evidence-based tests and measures consistent with entry level performance. 7C1, 7D1A, 7D1B, 7D1Ca-i	Clinical Experience and application of psychomotor skills	As reported on CPI, Clinic Documentation, Clinic Visit Skills Performance, Discussion with CI
Students will evaluate data from the patient examination (history, systems review, and tests and measures) to make clinical judgments. 7D1B, 7D2, 7D3	Clinical Experience and application of psychomotor skills	As reported on CPI, Clinic Documentation, Clinic Visit Skills Performance, Discussion with CI
Students will describe a diagnosis and prognosis that guides future patient management. Describe a diagnosis and prognosis that guides future patient management. 7D1D, 7D4, 7D5	Clinical Experience and application of psychomotor skills	As reported on CPI, Clinic Documentation, Clinic Visit Skills Performance, Discussion with CI
Students will create a physical therapy plan of care that is safe, effective, patient-centered, and evidence-based. 7D5-11, 7D14	Clinical Experience and application of psychomotor skills	As reported on CPI, Clinic Documentation, Clinic Visit Skills Performance, Discussion with CI

Course student learning outcomes	How students will practice each outcome in this course	How student achievement of each outcome will be assessed in this course
Students will arrange and perform physical therapy interventions in a competent manner, consistent with entry level performance. 7B1, 7D10	Clinical Experience and application of psychomotor skills	As reported on CPI, Clinic Documentation, Clinic Visit Skills Performance, Discussion with CI
Students will create relevant and effective teaching methods in order to educate others (patients, caregivers, staff, students, other health care providers, business and industry representatives, school systems) consistent with entry level practice. 6F, 7C2, 7D14, 7D18	Clinical Experience and application of psychomotor skills	As reported on CPI, Clinic Documentation, Clinic Visit Skills Performance, Discussion with CI
Students will generate quality documentation in a timely manner to support the delivery of physical therapy services. 7D15, 7D19	Clinical Experience and application of psychomotor skills	As reported on CPI, Clinic Documentation, Clinic Visit Skills Performance, Discussion with CI
Students will collect and appraise data from selected outcome measures in a manner that supports accurate analysis of individual patient and group outcomes. 7D1A, 7D1B, 7D1Ca-i, 7D2, 7D12	Clinical Experience and application of psychomotor skills	As reported on CPI, Clinic Documentation, Clinic Visit Skills Performance, Discussion with CI

Course student learning outcomes	How students will practice each outcome in this course	How student achievement of each outcome will be assessed in this course
Students will practice in a manner consistent with regulatory, legal and facility guidelines, justifies appropriate financial management decisions (budgeting, billing and reimbursement, time, space, equipment, marketing, public relations) related to physical therapy services. 7D24, 7D25	Clinical Experience and application of psychomotor skills	As reported on CPI, Clinic Documentation, Clinic Visit Skills Performance, Discussion with CI
Students will plan and coordinate the direction and supervision of support personnel to meet patient's goals and expected outcomes in accordance to legal standards and ethical guidelines. 6F, 7D7, 7D25	Clinical Experience and application of psychomotor skills	As reported on CPI, Clinic Documentation, Clinic Visit Skills Performance, Discussion with CI

Course Requirements/Due Dates

ATTENDANCE:

PT 793 is a required course of the DPT program. The student is expected to attend all assigned days of the clinical experience. Students are not allowed to miss any days of the clinical experience for personal reasons. If there is some reason (i.e. illness, death of a family member, etc.) that may require the student to be absent for one or more days, they are to contact BOTH the facility AND the Director of Clinical Education to request permission to be absent. If any days are missed due to these reasons, they must be made up in order to meet the requirements of the course. Failure to show up for the clinical without contacting the SCCE and DCE prior to the absence may result in failure of the course. Students will adhere to the holiday schedule and inclement weather policies of the facility rather than the University.

Tardiness: Students are expected to be punctual at all times and arrive prepared

for clinic each day. Similar to absences, tardiness should only occur in extenuating circumstances. If a student must be late for clinic, the student must contact his/her CI promptly and preferably before the start of the clinic day. Repeated tardiness may impact the student's grade. **If tardiness becomes a pattern, the CI is encouraged to contact the DCE.**

Clinical Instructor Absence: If a CI is absent during the student's scheduled affiliation, the school requests that arrangements be made for another licensed physical therapist to provide instruction and supervision to the student. If this is not possible, the student should be notified and should not go to clinic. Students are instructed to never provide care in a clinical setting without a licensed physical therapist on-site to supervise.

Attire:The department policy on professional attire in the clinical setting will apply. Students are to wear their MUSOPT name tags while in the clinical setting.

Immunizations: Students must complete all vaccinations, background checks, drug screens, CPR certification, etc. that are required by the clinical site. All of these documents must be submitted to Exxat PRIOR TO THE START OF THE CLINICAL and must remain up to date for the duration of the clinical experience. Failure to do so will result in delayed start of the clinical and potentially result in a delay in academic progression and graduation.

ASSIGNMENTS (Students must complete all assignments in order to pass the course.) Clinical instructors may provide additional assignments or projects for the student to complete. Students are required to complete all assignments, research, and recommended learning opportunities as directed by the clinical instructor.

Introductory Email: Students will email their clinical instructor 5-6 weeks prior to the start of their clinical experience. Please see Blackboard and Exxat for further instructions.

Clinical Instructor Details Form: Will be completed by the student with CI input and submitted by student no later than the second Monday by midnight (January 19, 2026) via Exxat.

State Board Practice Act Review: Students will review the state practice act for the state in which he/she is completing the clinical experience. The instructions are on Exxat. The assignment is due no later than the second Monday by midnight (January 19, 2026).

Summary & Planning Form: Is not required in this course, but is an available tool to be used by student and CI as needed and desired.

Inservice Presentation: The student will prepare a professional inservice to present to the staff of the facility on a topic appropriate to the clinical setting and the educational level of the clinical staff. A project handout, including references, will be prepared and turned in to the DCE at the culmination of the clinical experience.. Students must also submit the Review of Student Teaching form as well. Both due on or before April 3, 2026. Clinical Projects may be considered in lieu of an inservice presentation. Clinic project proposals should be discussed with Dr. Prather for approval. It is the student's responsibility to initiate discussion with CI regarding inservice topics, to determine a topic, and to schedule the inservice prior to

completion of the clinical experience. The inservice topic should be relevant to the practice setting.

Surveys and Self-Assessments:

- a. Students will complete a professionalism self-assessment prior to the start of the clinical experience shared with the CI the first week of the experience.
- b. CPI Self-Assessment Midterm & Final: Students must complete the CPI self-assessment PRIOR to meeting with the CI to receive feedback.
- c. PTSE 1: Student Assessment of Clinical Experience survey to be completed at final.
- d. PTSE 2: Student Evaluation of Clinical Instruction at the midterm and final following review of CPI assessment with CI.

Grading Policy

The students will be graded on a Pass/Fail basis. **ALL assignments must be completed in order to pass the course.** Additionally, course grade will be determined according to comments on the written evaluation by the clinical instructor, use of the APTA Clinical Performance Instrument version 3.0, and on completion of all objectives and course requirements. The minimum requirements for a "pass" grade using the CPI are as follows: final marks on all criteria 1-12 at or above "Entry Level" performance (Rating scale=5) and no "Significant Concerns" boxes checked in any of the 12 performance criteria. According to CPI, "significant concerns" signifies that the student's performance on one or more of the criteria is unacceptable for the clinical experience. **If the CI has "significant concerns" at any time during the rotation, the CI should immediately contact the DCE.** Ideally, the situation or issue should be documented on CPIWeb as a "Critical Incident Report," which will immediately alert the DCE. However, the CI may rather choose to contact the DCE directly (gretchen.prather@marshall.edu or 304-696-5608). The DCE will work with the student and CI to develop a remediation learning plan and contract. **While the CI assesses the students' clinical performance, the DCE makes the final determination of the course grade.**

The final course grade will be determined by timely completion of all assignments, satisfactory scores on the APTA CPI as noted above as well as consideration by the DCE of comments/feedback from the CI, "significant concerns" and critical incidents reported by the CI, complexity of the clinical environment, student progress from midterm to final, and congruence between all written and verbal information regarding the student's performance.

Circumstances which may warrant a decision by the DCE to award a "pass" or "incomplete" grade when a student has not met the minimum criteria include:

- a. The clinical instructor did not follow correct procedure in assessing mastery of skills, documenting results, or submitting completed progress reports.
- b. A determination, based on investigation and sufficient evidence, is made that the clinical instructor was biased or unfair in recording and reporting on

the students' clinical performance.

See attached appendix for definitions of performance dimensions and rating scale anchors.

Attendance/Participation Policy

Please see the School of Physical Therapy Student Handbook for details.

<http://www.marshall.edu/physical-therapy/files/MUSOPT-Clinical-Education-Handbook-Oct2019.pdf>

University Policies

By enrolling in this course, you agree to the University Policies. Please read the full text of each policy (listed below) by going to [MU Academic Affairs: University Policies](https://www.marshall.edu/academic-affairs/policies/). (URL: <https://www.marshall.edu/academic-affairs/policies/>)

- Academic Dishonesty Policy
- Academic Dismissal Policy
- Academic Forgiveness Policy
- Academic Probation and Suspension Policy
- Affirmative Action Policy
- Dead Week Policy
- D/F Repeat Rule
- Excused Absence Policy for Undergraduates
- Inclement Weather Policy
- Sexual Harassment Policy- Title IX prohibits the harassment of students based on sex, which includes pregnancy, childbirth, and related conditions. This includes that students will not be penalized for taking medically necessary leave related to pregnancy, childbirth, or related conditions. Marshall's Title IX Office may be contacted at TitleIX@marshall.edu
- Students with Disabilities (Policies and Procedures)
- University Computing Services Acceptable Use Policy

Generative Artificial Intelligence Policy

Students are allowed, and even encouraged, to use Generative AI in some ways but are prohibited from using it in other ways. Keep in mind that any content produced by generative AI can "hallucinate" (produce false information), so students are responsible for ensuring the accuracy of any AI-generated content. For information on citing AI, please see [MU Library's AI citation website](https://libguides.marshall.edu/plagiarism-AI/cite) (URL: <https://libguides.marshall.edu/plagiarism-AI/cite>). Students should not use generative AI in any way that would violate the [Student Code of Conduct](https://www.marshall.edu/student-conduct/files/Studnet-Code-of-Conduct-2022.pdf) (URL: <https://www.marshall.edu/student-conduct/files/Studnet-Code-of-Conduct-2022.pdf>).

Students are **permitted and encouraged** to use generative AI in the following ways:

- **Brainstorming:** You may use generative AI to stimulate creativity, generate

ideas, or brainstorm topics for papers, presentations, and discussions. The generated content must serve as a stepping stone, not a final product.

- **Citation Assistance:** AI tools can be used to manage, format, and organize citations and references, promoting adherence to academic writing standards and specific style guides required for individual assignments.
- **Grammar and Style Checking:** AI-powered writing enhancement tools may be used to help with spelling, grammar, syntax, and stylistic errors.
- **Concept Understanding:** Generative AI can be used to explain or simulate concepts taught in class, aiding in a deeper understanding.
- **Research Assistance:** AI can be used to conduct initial research, compile data, and summarize articles, books, or papers. It should not replace traditional research methods but rather enhance them.

You **may not** use generative AI in coursework in the following ways:

- **Plagiarism:** Using AI-generated content as your original work without attribution. This includes essays, papers, presentations, and exam answers.
- **Data Manipulation:** Using AI tools to alter data or create misleading information.
- **Misrepresentation of Skills:** Using generative AI to complete tasks that are meant to assess your knowledge and skills.
- **Confidentiality Breach:** Using AI tools that might violate university policies or laws related to data privacy and confidentiality.

See individual assignment instructions for more details.

Metacognitive Reflection. In addition to a proper citation, the student should include the following statement with any assignment where generative AI is used for assistance.

"I used generative AI platform [INSERT NAME OF PLATFORM, SUCH AS CHAT GPT] for assistance in the following ways on this assignment: [INSERT WAYS USED, such as brainstorming, citation assistance, grammar and style checking, concept understanding, and research assistance, etc]."

Course Schedule

Week/Date	Activity/Assignment	Points	Due Date
5-6 weeks prior to start date	Send Introductory Email and Profile Link to CI and SCCE; CC Dr. Prather on email		12/1/25 F 5pm EST
Week 0	Complete & submit Professionalism in PT: Core Values Self- Assessment (review with CI during week 1)		1/9/26 F 1159pm EST

Week/Date	Activity/Assignment	Points	Due Date
Week 1	<ol style="list-style-type: none"> 1. Review APTA Core Values Self-Assessment with CI 2. Complete & submit CI Details Form 3. Complete & submit State Practice Act Assignment 		1/19/26 M 1159pm EST
Week 6	<ol style="list-style-type: none"> 1. Complete & submit Midterm CPI Self-Assessment 2. Complete & submit PTSE 2 Midterm 3. Meet with CI to discuss midterm CPI and Inservice topic 		2/20/26 F 1159pm EST
Week 12	<ol style="list-style-type: none"> 1. Complete, submit, & sign off Final CPI Self-Assessment 2. Complete & submit PTSE 2 Final 3. Complete & submit PTSE 1 4. Complete & submit Inservice Presentation or Project 5. Complete & submit Review of Student Teaching 		4/3/26 F 1159pm EST

*****SPLIT ROTATIONS: Please email DCE to plan submission of assignments, due dates, and setting for inservice topic.**

APPENDIX

DEFINITIONS OF PERFORMANCE DIMENSIONS AND RATING SCALE ANCHORS

CATEGORY	DEFINITIONS
<i>Performance Dimensions</i>	
Supervision/ Guidance	Level and extent of assistance required by the student to achieve entry-level performance. As a student progresses through clinical education experiences, the degree of supervision/guidance needed is expected to progress from 100% supervision to being capable of independent performance with consultation and may vary with the complexity of the patient or environment.
Quality	Degree of knowledge and skill proficiency demonstrated. As a student progresses through clinical education experiences, quality should range from demonstration of limited skill to a skilled performance.
Complexity	Number of elements that must be considered relative to the task, patient, and/or environment. As a student progresses through clinical education experiences, the level of complexity of tasks, patient management, and the environment should increase, with fewer elements being controlled by the CI.
Consistency	Frequency of occurrences of desired behaviors related to the performance criterion. As a student progresses through clinical education experiences, consistency of quality performance is expected to progress from infrequently to routinely.

Efficiency	Ability to perform in a cost-effective and timely manner. As the student progresses through clinical education experiences, efficiency should progress from a high expenditure of time and effort to economical and timely performance.
Rating Scale Anchors	
Beginning performance	<ul style="list-style-type: none"> • A student who requires close clinical supervision 100% of the time managing patients with constant monitoring and feedback, even with patients with simple conditions. • At this level, performance is inconsistent and clinical reasoning* is performed in an inefficient manner. • Performance reflects little or no experience. • The student does not carry a caseload.
Advanced beginner performance	<ul style="list-style-type: none"> • A student who requires clinical supervision 75% – 90% of the time managing patients with simple conditions, and 100% of the time managing patients with complex conditions. • At this level, the student demonstrates consistency in developing proficiency with simple tasks (eg, medical record review, goniometry, muscle testing, and simple interventions), but is unable to perform skilled examinations, interventions, and clinical reasoning skills. • The student may begin to share a caseload with the clinical instructor.
Intermediate performance	<ul style="list-style-type: none"> • A student who requires clinical supervision less than 50% of the time managing patients with simple conditions, and 75% of the time managing patients with complex conditions. • At this level, the student is proficient with simple tasks and is developing the ability to consistently perform skilled examinations, interventions, and clinical reasoning. • The student is capable of maintaining 50% of a full-time physical therapist's caseload.
Advanced intermediate performance	<ul style="list-style-type: none"> • A student who requires clinical supervision less than 25% of the time managing new patients or patients with complex conditions and is independent managing patients with simple conditions. • At this level, the student is consistent and proficient in simple tasks and requires only occasional cueing for skilled examinations, interventions, and clinical reasoning. • The student is capable of maintaining 75% of a full-time physical therapist's caseload.
Entry-level performance	<ul style="list-style-type: none"> • A student who is capable of functioning without guidance or clinical supervision managing patients with simple or complex conditions. • At this level, the student is consistently proficient and skilled in simple and complex tasks for skilled examinations, interventions, and clinical reasoning. • Consults with others and resolves unfamiliar or ambiguous situations. • The student is capable of maintaining 100% of a full-time physical therapist's caseload in a cost effective manner.
Beyond entry -level performance	<ul style="list-style-type: none"> • A student who is capable of functioning without clinical supervision or guidance in managing patients with simple or highly complex conditions, and is able to function in unfamiliar or ambiguous situations. • At this level, the student is consistently proficient at highly skilled examinations, interventions, and clinical reasoning, and is a capable of serving as a consultant or resource for others. • The student is capable of maintaining 100% of a full-time physical therapist's caseload and seeks to assist others where needed. • The student is capable of supervising others. • The student willingly assumes a leadership role* for managing patients with more difficult or complex conditions.