Pre-Reading Material:

- Professional Behaviours & Expectations; Generic Abilities
- APTA-CPI: American Physical Therapy Clinical Performance Instrument
- Student Evaluation of the Clinical Internship
Types of Evaluation

- **Formative**
  - Provide feedback during the learning
  - Used to modify behaviour
  - Main audience = student = internal

- **Summative**
  - Summarize performance outcomes
  - Grading (pass / fail)
  - Main audience = the School = external
Purposes of Evaluation

- Feedback to the **individual student**
- Feedback to **C.I. and clinical site**
- **School of Physical Therapy**
  - Student performance: pass/fail & awards
  - Clinical Education Program Evaluation
  - Evaluation of the MPT Curriculum
Who evaluates What?

- Student evaluates own performance
  - self-evaluation
- C.I. evaluates student performance
  - related to level of student & expectations
  - related to clinical learning contract and specific learning goals for the placement
- The School determines pass / fail and awards
How to evaluate…

- Clinical Practice One (one week) uses a unique student performance instrument

- Clinical Practice courses 2, 3, 4, 5 use APTA-CPI for performance evaluation

- PLEASE phone us with any concerns …anytime!
When to Evaluate…

- Feedback given daily… weekly…
- Student should complete a self-evaluation at midterm and final
- C.I. should complete APTA-CPI at midterm and final
- DISCUSSION at midterm & final
  - Quiet, private location (allow ~ 1 hour)
Clinical Learning Contract
13. Designs a physical therapy plan of care that integrates goals, treatments, outcomes, and discharge plan.

M  F  

- [ ] Moderate
- [ ] Satisfactory
- [ ] Needs Improvement
- [ ] Distinction

Sample Behaviors:
- Establishes goals and desired functional outcomes
- Establishes a physical therapy plan of care in collaboration with the patient, family, caregivers, and others involved in the delivery of health care services.
- Establishes a plan of care consistent with the examination and evaluation.
- Establishes a plan of care supported by evidence-based practice.
- Establishes a plan of care coordinated with the patient and those involved with the delivery of the patient care.
- Establishes a plan of care designed to produce the maximum possible benefit to the patient.
- Adapts the plan of care in response to changes in patient status.
- Selects interventions appropriate to achieve the desired outcomes.
- Establishes a plan for the patient discharge that is timely and appropriate.

Significant Concerns:

Check below if performance on this criterion places student at risk of failing this clinical experience.

[ ] Midterm  [ ] Final

Midterm Comments:

Final Comments:

QUALITY OF CARE • SUPERVISION • GUIDANCE REQUIRED • CONSISTENCY OF PERFORMANCE
• COMPLEXITY OF TASKS • ENVIRONMENT • EFFICIENCY OF PERFORMANCE
PATIENT MANAGEMENT
PLAN OF CARE

11. Establishes a physical therapy plan of care that is safe, effective, patient-centered, and evidence-based.

SAMPLE BEHAVIORS
a. Establishes goals and desired functional outcomes that specify expected time durations.
b. Demonstrates a physical therapy plan of care in collaboration with the patient, family, caregiver, and others involved in the delivery of health care services.
c. Establishes a plan of care consistent with the patient's preferences and patient preferences.
d. Follows established guidelines, best practices, clinical pathways, and protocols when designing the plan of care.
e. Progresses and modifies plan of care and discharges planning based on patient progress.
f. Identifies the resources needed to achieve the goals included in the patient care.
g. Improves, monitors, evaluates, and periodically re-evaluates a plan of care and discharge planning.
h. Discusses the risks and benefits of the use of alternative interventions with the patient.

MIDTERM COMMENTS: (Provide comments based on the performance dimensions including supervision/quality, credibility, compliance, consistency, and efficiency.)

FINAL COMMENTS: (Provide comments based on the performance dimensions including supervision/quality, credibility, compliance, consistency, and efficiency.)

Rate this student's clinical performance based on the sample behaviors and comments above:

Beginning | Advanced | Intermediate | Advanced | Excellent | Excellent
Performance | PERFORMANCE | PERFORMANCE | PERFORMANCE | PERFORMANCE | PERFORMANCE

Significant Concerns: If performance on this criterion is unacceptable, check the box and call the ADE/DSG.
悯 Midterm ☐ | ☐ Fail ☐
student eval of internship

- orientation
- caseload and practice
- clinical instructor and supervision
- evaluation
- general
  - met course objectives & expectations
  - positive learning environment
Tips on Giving Feedback

- Specific
- Positive
- Useful
- Supportive
- Given in Private
- Firsthand Info

- Fair
- Honest
- Constructive
- Timely
- Checked for clarity
- Focus on Behavior
  - Not personality!
Not so helpful…

“could use more practice in neuro…”

“could use another cardio-resp experience…”
Begs the question…

WHY ?? ??

&

Based on WHAT ?? ??
More helpful

“you need to be precise in muscle strength testing when assessing spinal cord injured patients”

“demonstrates clinical competency in managing chronic lung disease patients, but has not gained any I.C.U. experience on this rotation…”
Be specific in documentation

- Instead of...
  "please try to be ready on time"

- Provide examples...
  "last week, student was 10 minutes late returning from lunch on Tuesday, and 5 minutes late again arriving Friday morning"
Thank you for serving as a C.I.
Additional Resources

- Clinical education documents posted http://www.medicine.usask.ca/pt
- Clin Ed video series
- Orientation Workshops for new and refreshing clinical instructors
- Preceptor Education Program www.preceptor.ca