

**CLINICAL PRACTICE ONE (CP I) PERFORMANCE EVALUATION**

Student Name: \_\_\_\_\_

Facility and/or Type of Unit: \_\_\_\_\_

Clinical Instructor: \_\_\_\_\_

Course Number: Clinical Practice I, P. Th. 850.1      Date: \_\_\_\_\_

**CONFIDENTIAL DOCUMENT****Student Academic Record; Property of the University of Saskatchewan****Please ensure that Clinical Instructor and Student signatures are on the final page.****Please return this document within two working days to:****School of Physical Therapy, St. Andrew's College, University of Saskatchewan****INTRODUCTION**

CP I is intended to introduce students to the basis for physical therapy practice by observing and identifying, in clinical settings, the implementation of common frameworks and models for practice.

This clinical performance evaluation is consistent with, and contains elements of, other documents used in student evaluation in the Master of Physical Therapy (MPT). These include: the 'Expectations of Physical Therapy Students in CP I', the 'APTA-CPI', 'Professional Behaviors and Expectations' and physical therapy specific generic abilities, 'Clinical Learning Plan' and the student's portfolio.

**PURPOSE**

**At the end of EACH CP I clinical session** the Clinical Instructor will meet with the student to discuss performance, provide formative feedback on activities related to the CP I expectations for that day, and fill out the following evaluation. This written evaluation will be submitted to the School of Physical Therapy following each clinical visit.

**ASSUMPTIONS**

The student will:

- demonstrate integration of theory learned to date.
- be engaged in the clinical experience by active listening, active communication, self-directed learning.

**EVALUATIVE CRITERIA**

Given that the student must demonstrate developing professional abilities, skills and attitudes of a physical therapist, the following attributes are to be evaluated.

**Please rank the 'global statement' in each of the following sections:**

**1. SAFETY**

**The student performs safely at all times during clinical experiences.**

- Exceptional      Consistently Demonstrated      Inconsistently Demonstrated      Not Observed

Sample Behaviors:

- recognizes own limits
- requests assistance when necessary
- other (please cite additional examples you feel apply)

Comments: \_\_\_\_\_

**2. PROFESSIONAL BEHAVIOR**

**The student presents self in a professional manner and demonstrates professional behavior in the clinical setting.**

- Exceptional      Consistently Demonstrated      Inconsistently Demonstrated      Not Observed

Sample Behaviors:

- is punctual and dependable
- is dressed appropriately
- demonstrates initiative and responsibility for learning
- represents the profession and the School of Physical Therapy effectively

Comments: \_\_\_\_\_

**3. ETHICAL AND LEGAL PRINCIPLES**

**The student adheres to ethical and legal principles in interaction with others.**

- Exceptional      Consistently Demonstrated      Inconsistently Demonstrated      Not Observed

Sample Behaviors:

- follows institutional and school policies and procedures
- maintains confidentiality
- obtains informed consent
- demonstrates awareness of professional roles and scope of practice

Comments: \_\_\_\_\_

**4. COMMUNICATION**

**4a. The student demonstrates the ability to communicate effectively for varied audiences and purposes in all interactions. (Communication includes: speaking, eye contact, non-verbal presentation, reading, writing, listening.)**

- Exceptional      Consistently Demonstrated      Inconsistently Demonstrated      Not Observed

**4b. The student interviews patients and/or family members in a systematic, effective and professional manner.**

- Exceptional      Consistently Demonstrated      Inconsistently Demonstrated      Not Observed

Sample Behaviors:

- develops rapport
- listens actively and attentively to understand what is being communicated by others
- chooses a diverse approach to questions, communication techniques and terminology as appropriate to the situation
- is sensitive to the level of patient/family/other staff comfort level and non-verbal cues.
- reads a medical record/chart to gather pertinent information and integrate this into the evaluation.

Comments: \_\_\_\_\_

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**5. APPLICATION OF THEORY**

**The student demonstrates application of theory in Module I while performing clinical skills and discussing clinical situations.**

- Exceptional      Consistently Demonstrated      Inconsistently Demonstrated      Not Observed

Sample Behaviors:

- discusses physical therapy scope of practice and roles
- integrates an understanding of relevant clinical concepts learned to date, and their appropriate application, such as: informed consent, determinants of health, a physical therapy interview, WHO-ICF, health care teams and team function, client-centered care, cultural competence, learning styles.

Comments: \_\_\_\_\_

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**6. CLINICAL REASONING AND CRITICAL THINKING**

**The student demonstrates a commitment to learning and understands a basic decision-making process.**

- Exceptional       Consistently Demonstrated       Inconsistently Demonstrated       Not Observed

<p>Sample Behaviors:</p> <ul style="list-style-type: none"><li>• formulates appropriate, relevant questions</li><li>• demonstrates a positive attitude toward learning and suggestions for improvement</li><li>• identifies need for further information, a willingness to seek appropriate resources (including scientific literature), and develop ideas on solutions to clinical problems</li><li>• initiates discussion to offer ideas and rationale relevant to clinical situations</li></ul>
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Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Do you have any significant concerns related to the performance in this visit?**  Yes  No

Comment: \_\_\_\_\_  
\_\_\_\_\_

**Was the student absent for any reason?**  Yes  No      **Time missed:** \_\_\_\_\_

Comment: \_\_\_\_\_

**Any additional comments:** \_\_\_\_\_  
\_\_\_\_\_

Signature of Student: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Clinical Instructor: \_\_\_\_\_ Date: \_\_\_\_\_