

Canadian Physiotherapy Assessment of Clinical Performance (ACP)

Version October 2015

Student Name:		Student Number:
University:		
Clinical Site Facility:		
Clinical Instructor Name:		
Clinical Instructor Name:		
Student:CI Ratio		
Number of Students:		Number of CI(s):
Specialty of Internship:		
Course:		
This is the student's 1st, 2nd, 3rd ...Internship:		of (total number of internships)
Internship Start Date:		
Internship End Date:		Number of Weeks:

Completed by the: ☐ **CLINICAL INSTRUCTOR**
 ☐ **STUDENT**

Upon completion of this internship, please return the entire assessment to the
 University Academic Coordinator/Director of Clinical Education
 where the student is completing their Physical Therapy degree

Please complete all highlighted areas. We are continuing to capture details of the internship including the practice settings and geographic distribution of the clinical education experiences as part of our ongoing validity analysis.

Practice Setting: (please check all that apply)	<input type="checkbox"/> Acute care hospital <input type="checkbox"/> Rehabilitation hospital/facility <input type="checkbox"/> Private Practice <input type="checkbox"/> Community health centre <input type="checkbox"/> Long term care facility <input type="checkbox"/> Community care/ Home care <input type="checkbox"/> Insurance Sector (including Workplace Safety Insurance Board) School environment <input type="checkbox"/> Administration/Research <input type="checkbox"/> Other (please specify) _____	
Area of practice: (please check all that apply)	<input type="checkbox"/> Cardiopulmonary <input type="checkbox"/> Musculoskeletal/orthopaedics <input type="checkbox"/> Neurology/Neurosciences <input type="checkbox"/> General Medicine <input type="checkbox"/> General rehabilitation <input type="checkbox"/> Pain <input type="checkbox"/> Oncology <input type="checkbox"/> Burns/wound care <input type="checkbox"/> Rheumatology <input type="checkbox"/> Hand therapy/plastic surgery <input type="checkbox"/> Mixed caseload <input type="checkbox"/> Other (please specify) _____	
Patient Age Group		
Population of clinical setting:		
Province/Territory where the internship took place:		

Background:

There has been an extensive process to develop and test the Canadian Physiotherapy Assessment of Clinical Performance (ACP) assessment form to assess PT students in clinical education. In collaboration with. We have consulted the Academic Coordinators/Directors of Clinical Education and Academic Chairs/Directors at each PT school across Canada, interviewed experts, clinicians, recent graduates and survey physiotherapists across Canada. We piloted the ACP in 10 schools across Canada in English and French from March – December 2013. The ACP demonstrated evidence of internal consistency reliability, construct validity and practicality and we feel we can confidently use the ACP to assess PT students in clinical education. It is an exciting time for physiotherapy clinical education in Canada.

The ACP is based on the Canadian Essential Competency Profile for Physiotherapists (ECP).¹ The ECP is a foundational document that describes the essential competencies (i.e., the knowledge, skills and attitudes) required by physiotherapists in Canada at the beginning of and throughout their career. It also provides guidance for physiotherapists to build on their competencies over time. There are three levels to the ECP: Roles; Key Competencies; Enabling Competencies. The ECP has 7 roles. Each Role is comprised of Key Competencies (a total of 23) which are further explained by several Enabling Competencies. The Rating Scale used in this tool has been modified from the Revised PT CPI: Version 2006 with permission from the APTA.²

Instructions to complete the tool:

Please access the [online education module](#) to help prepare you to complete this form to assess the student's performance for the internship. You will be asked to observe and consider the student's performance and complete the tool at midterm and final points of the clinical education experience.

The rating scale and anchor descriptions are on page 4 of the assessment form. You will be asked to consider the rating scale and anchor descriptions while assessing the student at midterm and final points of the clinical experience. The student must demonstrate all criteria within an anchor to be scored at that level. For the anchor "Performance with Distinction", the student must demonstrate the first criteria and any additional criteria from the list. Please click on the circle/radio button you feel best describes your student's performance. Please do not make any extraneous marks on the rating scale.

In addition, there are comment boxes within the assessment form. You are asked to use the comment boxes to highlight areas of strength and areas for improvement with regards to the student's performance using examples from their clinical work.

As you can see in this assessment form, some key competencies have been grouped and other key competencies have their own rating scale. There are a total of 21 rating scales and 9 comment boxes in this assessment form.

If you have any questions about completing this student assessment form, please do not hesitate to contact your university Academic Coordinator or Director of Clinical Education or Brenda Mori, Department of Physical Therapy, University of Toronto. (Brenda.mori@utoronto.ca; phone: 416-946-8646)

¹ National Physiotherapy Advisory Group (October 2009). *Essential Competency Profile for Physiotherapists in Canada*. Toronto: Canadian Physiotherapy Association.

<http://www.physiotherapyeducation.ca/Resources/Essential%20Comp%20PT%20Profile%202009.pdf>

² Use of the Rating Scale Anchors and Descriptors adapted and revised from the PT CPI | Web (Alexandria, VA: American Physical Therapy Association; 2006) is by nonexclusive license from the American Physical Therapy Association.

Rating Scale and Anchor Descriptors*

Beginner		Advanced Beginner		Intermediate		Advanced Intermediate		Entry Level	With Distinction
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Beginner Performance:

- The student requires close supervision 90-100% of the time managing patients with constant monitoring even with patients with simple conditions
- The student requires frequent cueing and feedback
- Performance is inconsistent and clinical reasoning is performed at a very basic level
- The student is not able to carry a caseload

Advanced Beginner Performance:

- The student requires clinical supervision 75% to 90% of the time managing patients with simple conditions and 100% of the time managing patients with complex conditions
- The student demonstrates consistency in developing proficiency with simple tasks (eg. chart review, goniometry, muscle testing and simple interventions)
- The student initiates, but is inconsistent with comprehensive assessments, interventions, and clinical reasoning
- The student will begin to share a caseload with the clinical instructor

Intermediate Performance:

- The student requires clinical supervision less than 50% of the time managing patients with simple conditions and 75% of the time managing patients with complex conditions
- The student is proficient with simple tasks and is developing the ability to consistently perform comprehensive assessments, interventions, and clinical reasoning.
- The student is capable of maintaining ~ 50% of a full-time physical therapist's caseload

Advanced Intermediate Performance:

- The student 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
- The student is consistent and proficient in simple tasks and requires only occasional cueing for comprehensive assessments, interventions, and clinical reasoning.
- The student is capable of maintaining ~75% of a full-time physical therapist's caseload

Entry Level Performance:

- The student requires infrequent clinical supervision managing patients with simple conditions and minimal guidance/supervision for patients with complex conditions
- The student consistently performs comprehensive assessments, interventions and clinical reasoning in simple and complex situations
- The student consults with others and resolves unfamiliar or ambiguous situations
- The student is capable of maintaining at minimum 75% of a full-time physical therapist's caseload in a cost-effective manner

Performance with Distinction:

- The student is capable of maintaining 100% of a full-time physical therapist's caseload without clinical supervision or guidance, managing patients with simple or complex conditions, and, is able to function in unfamiliar or ambiguous situations

In addition, the student demonstrates at least one of the criteria listed below:

- The student is consistently proficient at comprehensive assessments, interventions and clinical reasoning
- The student willingly assumes a leadership role for managing patients with more complex conditions or difficult situations
- The student is capable of supervising others
- The student is capable of serving as a consultant or resource for others
- The student actively contributes to the enhancement of the clinical facility or service with an expansive view of physical therapy practice and the profession

* Use of the Rating Scale Anchors and Descriptors adapted and revised from the PT CPI | Web (Alexandria, VA: American Physical Therapy Association; 2006) is by nonexclusive license from the American Physical Therapy Association.

As experts in function and mobility, physiotherapists integrate all of the Physiotherapist Roles to lead in the promotion, improvement, and maintenance of the mobility, health, and well-being of Canadians.

- 1.1.1 Collects and reviews background information relevant to the client's health.
- 1.1.2 Determines the client's expectations related to physiotherapy services.
- 1.1.3 Collects and reviews health information about the client from other sources (e.g., other sources may include previous health records, other health care practitioners, professional colleagues, or family).
- 1.1.4 Collects and reviews information related to the client's prior functional abilities, physical performance, and participation.
- 1.1.5 Identifies the client's personal and environmental factors affecting his/her functional abilities, physical performance, and participation.

- 1.2.1 Selects quantitative and qualitative methods and measures based on evidence-informed practice.
- 1.2.2 Informs the client of the nature and purpose of assessment as well as any associated significant risk.
- 1.2.3 Safely performs a physiotherapy assessment, taking into account client consent, known indications, guidelines, limitations and risk-benefit considerations.
- 1.2.4 Monitors the client's health status for significant changes during the course of assessment and takes appropriate actions as required.

Please check if you have significant concerns with the student's performance on these items. ☐ Midterm ☐ Final

1.0 EXPERT – Focus on Analysis

As experts in function and mobility, physiotherapists integrate all of the Physiotherapist Roles to lead in the promotion, improvement, and maintenance of the mobility, health, and well-being of Canadians.

1.3 Analyzes assessment findings.

- 1.3.1 Identifies the nature and extent of the client's impairments, activity limitations, and participation restrictions within the context of the client's needs.
- 1.3.2 Identifies environmental and personal supports and barriers relevant to the client.
- 1.3.3 Determines the relationship among the assessment findings.

	Beginner	Advanced Beginner	Inter-mediate	Advanced Inter-mediate	Entry Level	With Distinction
Midterm						
Final						

1.4 Establishes a physiotherapy diagnosis and prognosis.

- 1.4.1 Formulates a physiotherapy diagnosis based on the analysis of client assessment findings.
- 1.4.2 Identifies the need for and potential value of intervention by a physiotherapist.
- 1.4.3 Discusses physiotherapy diagnosis and prognosis with the client and other health professionals.

	Beginner	Advanced Beginner	Inter-mediate	Advanced Inter-mediate	Entry Level	With Distinction
Midterm						
Final						

1.5 Develops and recommends an intervention strategy.

- 1.5.1 Establishes and prioritizes, with the client, expected outcomes based on the assessment findings and evidence-informed practice.
- 1.5.2 Recommends a service approach consistent with the client's needs, goals and all available resources.
- 1.5.3 Identifies when physiotherapy services are not required or indicated and refers for other services as appropriate.
- 1.5.4 Establishes goals that are specific, measurable, action oriented, realistic, and time-specific.
- 1.5.5 Selects interventions that are evidence-informed and consistent with the client's goals, general health status, functional needs, and assessment findings.

	Beginner	Advanced Beginner	Inter-mediate	Advanced Inter-mediate	Entry Level	With Distinction
Midterm						
Final						

Midterm Comments:

Final Comments:

Please check if you have significant concerns with the student's performance on these items. ☐ Midterm ☐ Final

1.0 EXPERT – Focus on Intervention

As experts in function and mobility, physiotherapists integrate all of the Physiotherapist Roles to lead in the promotion, improvement, and maintenance of the mobility, health, and well-being of Canadians.

1.6 Implements intervention.

- 1.6.1 Orients the client to the practice setting and provides information about relevant service/policies (e.g., location, duration, frequency, cost; introduce client to all staff involved in their care; expected completion of service).
- 1.6.2 Performs physiotherapy interventions in accordance with client consent and in a safe and effective manner.
- 1.6.3 Determines the client's need for supervision and implements appropriate monitoring during specific physiotherapy interventions.
- 1.6.4 Educates the client about health promotion, self-management, and relevant services with respect to his/her unique condition.
- 1.6.5 Maintains continuity in physiotherapy service delivery, where resources permit (e.g., communicates with physiotherapists and other health professionals who share responsibility for service delivery; arranges for substitute service, as appropriate).

	Beginner	Advanced Beginner	Inter-mediate	Advanced Inter-mediate	Entry Level	With Distinction
Midterm						
Final						

1.7 Evaluates the effectiveness of interventions.

- 1.7.1 Discusses with the client, the nature, purpose and results of ongoing assessment and outcome evaluations.
- 1.7.2 Monitors client responses and changes in status during the interventions and modifies intervention accordingly.
- 1.7.3 Evaluates effectiveness of the intervention strategy on an ongoing basis using appropriate outcome measures.
- 1.7.4 Consults with the client to redefine goals and modifies or discontinues intervention strategies as necessary.

	Beginner	Advanced Beginner	Inter-mediate	Advanced Inter-mediate	Entry Level	With Distinction
Midterm						
Final						

1.8 Completes physiotherapy services.

- 1.8.1 Develops, in consultation with the client, a plan for the completion of physiotherapy services.
- 1.8.2 Assesses client status prior to the completion of physiotherapy service and compares with initial assessment findings.
- 1.8.3 Discontinues physiotherapy intervention as planned or upon the client's request.
- 1.8.4 Communicates with the client about service completion (e.g., recommends service options; self-management plan).

	Beginner	Advanced Beginner	Inter-mediate	Advanced Inter-mediate	Entry Level	With Distinction
Midterm						
Final						

Midterm Comments:

Final Comments:

Please check if you have significant concerns with the student's performance on these items. ☐ Midterm ☐ Final

2.0 COMMUNICATOR

Physiotherapists use effective communication to develop professional relationships with clients, families, care providers, and other stakeholders.

2.1 Develops, builds, and maintains rapport, trust, and ethical professional relationships through effective communication.

2.1.1 Demonstrates sensitivity to the uniqueness of others.

2.1.2 Listens effectively and facilitates discussion to ensure reciprocal exchange of information.

2.1.3 Demonstrates an awareness of self behaviours and the responses of others and adapts communications appropriately.

2.1.4 Respects confidentiality, privacy and autonomy.

	Beginner	Advanced Beginner	Inter-mediate	Advanced Inter-mediate	Entry Level	With Distinction
Midterm						
Final						

2.2 Elicits, analyzes, records, applies, conveys and shares information.

2.2.1 Seeks out and gathers information from clients and others to assist in shared and informed decision-making.

2.2.2 Encourages and asks clarifying questions.

2.2.3 Provides information and responds to questions in a truthful, objective, sensitive, empathic, and respectful manner.

	Beginner	Advanced Beginner	Inter-mediate	Advanced Inter-mediate	Entry Level	With Distinction
Midterm						
Final						

2.3 Employs effective and appropriate verbal, non-verbal, written, and electronic communications.

2.3.1 Produces and maintains legible, accurate, and appropriate records, in keeping with regulatory requirements (e.g., may be written or electronic and relate to clients or equipment).

2.3.2 Effectively presents information about client care and physiotherapy service delivery.

	Beginner	Advanced Beginner	Inter-mediate	Advanced Inter-mediate	Entry Level	With Distinction
Midterm						
Final						

Midterm Comments:

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Final Comments:

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Please check if you have significant concerns with the student's performance in this role. ☐ Midterm ☐ Final

3.0 COLLABORATOR

Physiotherapists work collaboratively and effectively to promote interprofessional practice and achieve optimal client care.

3.1 Establishes and maintains interprofessional relationships, which foster effective client-centered collaboration.

- 3.1.1 Demonstrates an understanding of and respects the roles, responsibilities and differing perspectives of team members.
- 3.1.2 Integrates knowledge and understanding of the physiotherapist role and the roles of others in providing client-centred care.
- 3.1.3 Consults and shares relevant information with clients, other health professionals, and all relevant individuals or groups in a timely manner.
- 3.1.4 Promotes active and informed shared decision making.
- 3.1.5 Fosters collaboration with relevant others.

	Beginner	Advanced Beginner	Inter-mediate	Advanced Inter-mediate	Entry Level	With Distinction
Midterm						
Final						

3.2 Collaborates with others to prevent, manage and resolve conflict.

- 3.2.1 Identifies the issues that may contribute to the development of conflict between the physiotherapist and client or between team members (e.g., recognizes that one's own beliefs, perceptions, and values may contribute to interprofessional tension).
- 3.2.2 Addresses conflicts in a timely manner.
- 3.2.3 Demonstrates a respectful attitude towards other colleagues and members of an interprofessional team.
- 3.2.4 Employs collaborative techniques to resolve conflicts.

	Beginner	Advanced Beginner	Inter-mediate	Advanced Inter-mediate	Entry Level	With Distinction
Midterm						
Final						

Midterm Comments:

Final Comments:

Please check if you have significant concerns with the student's performance in this role. ☐ Midterm ☐ Final

4.0 MANAGER

Physiotherapists manage time, resources, and priorities at all levels for individual practice and to ensure sustainable physiotherapy practice overall.

4.1 Manages individual practice effectively.

- 4.1.1 Understands the structure, funding and function of the health system as it relates to physiotherapy practice.
- 4.1.2 Provides services considering client needs and allocation of available human, physical and financial resources.
- 4.1.3 Sets priorities and manages time for provision of client services and general physiotherapy practice delivery.
- 4.1.4 Balances time for work, professional activities, and personal responsibilities.

	Beginner	Advanced Beginner	Inter-mediate	Advanced Inter-mediate	Entry Level	With Distinction
Midterm						
Final						

4.2 Manages and supervises personnel involved in the delivery of physiotherapy services.

- 4.2.1 Assesses, orients, and provides ongoing feedback and continuing education to personnel involved in the delivery of physiotherapy services.
- 4.2.2 Assigns tasks to, and monitors, personnel acting within established regulatory guidelines.
- 4.2.3 Accepts responsibility for actions and decisions of those for whom the physiotherapist is accountable.

	Beginner	Advanced Beginner	Inter-mediate	Advanced Inter-mediate	Entry Level	With Distinction
Midterm						
Final						

4.3 Participates in activities that contribute to safe and effective physiotherapy practice.

- 4.3.1 Anticipates, recognizes, and prevents hazards in the physical environment (e.g., infection prevention and control; hazardous waste; electrical safety; equipment).
- 4.3.2 Delivers physiotherapy services in a safe physical environment for self, other team members, and staff.
- 4.3.3 Promotes client safety in the selection and application of assessment, intervention and evaluation measures.
- 4.3.4 Participates in quality improvement and client safety initiatives.

	Beginner	Advanced Beginner	Inter-mediate	Advanced Inter-mediate	Entry Level	With Distinction
Midterm						
Final						

Midterm Comments:

Final Comments:

Please check if you have significant concerns with the student's performance in this role. ☐ Midterm ☐ Final

5.0 ADVOCATE

Physiotherapists responsibly use their knowledge and expertise to promote the health and well-being of individual clients, communities, populations and the profession.

5.1 Works collaboratively to identify, respond to and promote the health needs and concerns of individual clients, populations, and communities.

5.1.1 Collaborates with clients and other care providers to understand, identify and promote the health and physiotherapy needs and concerns of clients/client populations.

5.1.2 Speaks out on health issues identified by clients and, together with other health care providers/team members, empowers client's to speak on their own behalf.

5.1.3 Understands the limits and opportunities within the practice setting to address health issues, and works collaboratively to develop strategies to optimize client care (e.g., Supports clients to access timely and affordable service; assists clients to navigate and coordinate the health care system).

5.1.4 Identifies the determinants of health of clients/client populations and understands factors that act as barriers to accessing services and resources.

5.1.5 Describes the role of the physiotherapy profession in advocating for health and safety.

5.1.6 Uses opportunities to communicate the role and benefits of physiotherapy to enhance individual and community health including health promotion and disease prevention.

	Beginner		Advanced Beginner		Inter-mediate		Advanced Inter-mediate		Entry Level		With Distinction
Midterm											
Final											

Midterm Comments:

Final Comments:

Please check if you have significant concerns with the student's performance in this role. ☐ Midterm ☐ Final

6.0 SCHOLARLY PRACTITIONER

Physiotherapists are committed to ongoing learning for the purpose of improving client outcomes through seeking, creating, applying, disseminating, and translating knowledge to physiotherapy practice.

6.1 Uses a reflective approach to practice.

6.1.1 Utilizes self-evaluation and feedback from clients and other providers to reflect upon actions and decisions to continuously improve knowledge and skills.

6.1.2 Uses a problem-solving approach to make decisions and take action.

6.1.3 Recognizes and takes into account how own background, education, experiences, perspectives, values and beliefs impact on decision-making.

6.2 Incorporates lifelong learning and experiences into best practice.

6.2.1 Engages in professional development and lifelong learning activities (e.g., actively participates in the acquisition of new knowledge and skills; integrates new knowledge, skills and behaviours into practice).

6.2.2 Incorporates own experiences, education, research, and best available resources to plan and deliver physiotherapy services.

6.3 Engages in scholarly inquiry.

6.3.1 Uses the principles of research, research ethics, and research methods to advance practice (e.g., critically appraises literature; conducts a systematic search for evidence).

6.3.2 Engages in activities that support clinical research (e.g., collecting and/or analysing data; integrating and/or disseminating research results).

	Beginner	Advanced Beginner	Inter-mediate	Advanced Inter-mediate	Entry Level	With Distinction
Midterm						
Final						

Midterm Comments:

Final Comments:

Please check if you have significant concerns with the student's performance in this role. ☐ Midterm ☐ Final

7.0 PROFESSIONAL

Physiotherapists are committed to the best interests of clients and society through ethical practice, support of profession-led regulation, and high personal standards of behaviour.

7.1 Conducts self within legal/ethical requirements.

- 7.1.1 Provides services within physiotherapy scope of practice and personal competence.
- 7.1.2 Maintains a professional therapeutic relationship with clients (e.g., maintains professional boundaries, integrity and acts in the best interest of the client).
- 7.1.3 Provides services upholding professional ethical values (e.g., adheres to professional codes of ethics and standards of practice when making decisions with client).
- 7.1.4 Informs the client regarding all uses of collected personal and health data and obtains client consent.
- 7.1.5 Maintains client confidentiality/privacy as required by applicable legislation.
- 7.1.6 Accepts responsibility and is accountable for own actions and decisions.

	Beginner	Advanced Beginner	Inter-mediate	Advanced Inter-mediate	Entry Level	With Distinction
Midterm						
Final						

7.2 Respects the individuality and autonomy of the client.

- 7.2.1 Demonstrates sensitivity to and respect for each client's rights, dignity, and uniqueness.
- 7.2.2 Treats the client with respect and empowers the client in expressing individual needs.

	Beginner	Advanced Beginner	Inter-mediate	Advanced Inter-mediate	Entry Level	With Distinction
Midterm						
Final						

7.3 Contributes to the development of the physiotherapy profession.

- 7.3.1 Contributes to the learning of others (e.g., supports student clinical education; supports colleagues through feedback, mentorship, and knowledge transfer).
- 7.3.2 Engages in activities that support the development of the profession of physiotherapy (e.g., participates in in-service presentations, local and national conferences, professional committees, and public education of other health care professionals).

	Beginner	Advanced Beginner	Inter-mediate	Advanced Inter-mediate	Entry Level	With Distinction
Midterm						
Final						

Midterm Comments:

Final Comments:

Please check if you have significant concerns with the student's performance in this role. ☐ Midterm ☐ Final

SUMMATIVE COMMENTS

MIDTERM ASSESSMENT	FINAL ASSESSMENT
Areas of Strength:	Areas of Strength:
Areas for Improvement:	Areas for Improvement:
Other Comments:	Other Comments:

Grade: Midterm:

Final:

Days Absent:

Extra hours worked:

*Note: When selecting a grade, Credit = student meets expectations; Credit with distinction = student surpasses your expectations for this level; No credit = student does not meet the expectations

MIDTERM EVALUATION – Date:
We have read and discussed this evaluation.

Student Name	Student Signature
Clinical Instructor Name	Clinical Instructor Signature
Clinical Instructor Name	Clinical Instructor Signature
CCCE Name	CCCE Signature

FINAL EVALUATION – Date:
We have read and discussed this evaluation.

Student Name	Student Signature
Clinical Instructor Name	Clinical Instructor Signature
Clinical Instructor Name	Clinical Instructor Signature
CCCE Name	CCCE Signature

ACP Feasibility Questions

The following questions will not become part of the final tool, however we are continuing to capture this data as part of our ongoing validity analysis. These do NOT need to be reviewed with the student.

1. How long did it take you to complete this assessment form? At midterm _____ minutes; At final _____ minutes
2. How long did it take you to review the ACP with the student? At midterm _____ minutes; At final _____ minutes
3. The anchor descriptors for the rating scale were adequately explained so that I could easily rate the student's performance.
☐ Strongly Disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ Strongly Agree
4. The rating scale easy to use.
☐ Strongly Disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ Strongly Agree
5. I was able to discriminate my student's performance to grade him/her on *each* rating scale.
☐ Strongly Disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ Strongly Agree
6. The Enabling Competencies (i.e. items noted as 1.2.3 or 4.3.1) helped me to understand what the item was assessing.
☐ Strongly Disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ Strongly Agree
7. The training module adequately prepared me to complete the ACP.
☐ Strongly Disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ Strongly Agree ☐ I did not complete the module
8. Please share what you liked **most** about the ACP.

9. Please share any suggestions to **improve** the ACP.

10. Please share any general comments regarding the ACP.