

FAQ's from our Clinical Community:

You have recently received instructions about how to access the new Assessment of Clinical Practice (ACP) using the web-based tool, HSPnet, found here: www.hspscanada.net.

There have been a few excellent questions raised by clinical instructors, as it is being implemented. In order to help everyone, we have decided to circulate this Q & A summary:

If a student has 2 Clinical Instructors, should just one of us log in and complete one version of the ACP evaluation on behalf of both of us (based on consultation with one another)?

A student having multiple supervisors is very common. Ideally, we would like to receive one final completed ACP per student, if possible (i.e. similar to previous paper versions of the PT-CPI, except the ACP is now electronic), as requested prior to the commencement of the placement. If more than one clinical instructor has requested access to the tool, there are different ways of making this happen – having one of you log in, using your personal username and password, then completing it together – or filling it out on paper separately, and then “putting it together” online – or through verbal discussion with one another, etc. You will notice that the HSPnet tool allows you to submit a joint assessment on behalf of another CI – there is a radio button to indicate this action. This automatically creates an email to the other clinical instructor, letting them know that the completed ACP has been submitted on their behalf, by the partner CI.

Is there a way to save completed portions of the evaluation tool, so that it can be accessed at a later date (s) to be completed? Or does the entire tool have to be scored / completed and submitted in one sitting?

You can absolutely leave it at any time, come in and out again and again, and find your previous evaluation intact. You can toggle back and forth between screens (or pages) - for example, if you want to toggle back to the original screen, which has the descriptors, you can do so. The banner on the left side of the tool has the different Roles (each role being a screen, or page), and you can click on any of those at any time. Each time you click on the next screen (or page), your answers are saved, or by clicking the “save button”. They can be edited at any time until you hit the “submit button”. Remember, you can't “break anything” by playing with it and clicking around, but you DO have to click on to the next page, or click “save” in order to not lose your data.

NOTE: The website will “time out” after 30 minutes of inactivity. Please be sure to regularly press the “next” or “previous” button in order to save information.

Can I change the ratings once I have pushed the submit button?

You cannot change your ratings after you hit “submit assessment”. If you decide you need to change a rating after it is submitted, we can re-open it for you. Please email Cathy Cuddington cathy.cuddington@rqhealth.ca (there is an email icon in the tool as well)

If I can't change my ratings after I submit the assessment, should I submit it before or after meeting with the student to discuss... at midterm, and again at final evaluation points in time?

This is a conundrum because the combined view (i.e. the view on the screen where both the student version and the C.I. version appear side-by-side for comparison/discussion purposes) is not available

until after the Clinical Instructor (s) and the Student have each submitted their respective completed copies of the ACP. There are 2 options: If you want to be able to change the CI ratings based on discussion with the student, we recommend NOT submitting the assessment until after midterm and final discussions, accepting that the combined view will not be available for these meetings. Perhaps the student could bring a lap top, or one of the assessments could be printed in hard copy, in order to facilitate the discussion. The 2nd option is to go ahead and submit the assessment. If there are changes that you would like to make, email Cathy Cuddington to open it up for you.

I haven't observed my student on the enabling competencies listed on the ACP. How do I score this?

The enabling competencies are not meant to be an exhaustive list, but are intended to represent a variety of practice contexts. Feel free to develop competencies that may apply to your practice contexts, for key competencies, as needed, and score your student on what you observe in your practice setting.

If the student is carrying a partial caseload, is it correct that I can't score him/her higher than the anchor descriptors that are related to caseload? e.g. for Intermediate Performance, the student may be relatively independent with simple patients but require more guidance in complex situations... at approximately 50% caseload volume compared to a full-time new graduate PT.

We have noted some inconsistencies with how students are being graded on this, especially in the roles of professionalism and scholarly practitioner. The rating scales are correlated with caseload, because all anchor descriptors must be met before a higher level can be awarded. The reason why the ACP requests this, is that if the student has only been observed with a “reduced” caseload, and clinical instructors (CI's) are extrapolating how the student might perform with a full caseload, there are added complexities and efficiencies that would be expected, and it is actually not possible to predict how the student “would” perform with a greater caseload. We are asking clinical instructors (CI's) to rate the student based on current (not projected) performance, given the current (not projected) patient caseload being managed.

This is also true of the rating “with distinction”. In order to score a student at that level, they must be carrying a full caseload, as per the definition of “full caseload” in your practice setting. If you feel you have an exceptional student and wish to make this known, please use the comment boxes to add more information about your observations – those are taken into account in the final grading. Also, at the end of the ACP, you are asked to grade the student (Credit = student meets expectations; Credit with distinction = student surpasses your expectations for this level; No credit = student does not meet the expectations). This provides the best opportunity for the Clinical Instructor(s) to rate a student's “overall” performance.

The website for the ACP tutorial can be visited at any time if you wish to refresh any aspects of how to be an accurate rater: <https://app.rehab.utoronto.ca/ACP/story.html>

Please don't hesitate to contact us with any questions or comments. We are all learning together with this new tool, and it's exciting. Many improvements were made along the way with the pilot of the electronic tool, but we know there is room for further improvements.