

Canadian Physiotherapy Assessment of Clinical Performance (ACP 2.0) Version January 2021

Student Name:

Student Number:

University:

Clinical Site Facility:

Clinical Instructor Name:

Clinical Instructor Name:

Number of Students
(Student: CI Ratio):

Number of CI(s):

Specialty of Internship:

Course:

This is the student's
1st, 2nd, 3rd Internship:

Total number of
internships:

Internship Start Date:

Internship End Date:

Number of Weeks:

Completed by the:

Clinical Instructor

Student

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.

Practice Setting:
(please check
all that apply)

- Acute care hospital
- Rehabilitation hospital / facility
- Private practice
- Community health centre
- Long term care facility
- Community care / Home care
- Insurance sector (including Workplace Safety Insurance Board)
- School environment
- Administration / Research
- Other (please specify):

Area of practice:
(please check
all that apply)

- Cardiopulmonary
- Musculoskeletal / Orthopaedics
- Neurology / Neurosciences
- General medicine
- General rehabilitation
- Pain
- Oncology
- Burns / Wound care
- Rheumatology
- Hand therapy / Plastic surgery
- Mixed caseload (please specify):
- Other (please specify):

0 to 18 years 19 to 65 years 66 years and older Mixed ages

Patient Age Group:

Urban Rural Remote

Population of clinical setting:

Province / Territory where the internship took place:

Background:

The **Canadian Physiotherapy Assessment of Clinical Performance (ACP)** is used to assess PT students in clinical education. The ACP was implemented across Canada in 2017 with evidence to support the internal consistency reliability, construct validity and practicality of the ACP.¹ The original ACP was based on the Canadian Essential Competency Profile for Physiotherapists (ECP).² Since then, the ECP was updated to the [Competency Profile for Physiotherapists in Canada](#) (Competency Profile)³, and thus the ACP needed updating. Therefore, in consultation with Academic Coordinators/Directors of Clinical Education, site coordinators, clinical instructors and recent graduates across Canada, we developed the ACP 2.0 based on the 2017 Competency Profile.

The Competency Profile for Physiotherapists³ is a foundational document that describes the essential competencies required of a physiotherapist in Canada throughout their career and specific milestones expected of a physiotherapist at entry to the profession. The Competency Profile has 7 Domains, each with its own Enabling Competencies and associated Milestones. The ACP 2.0 has been designed based on the Competency Profile as our guiding document. Occasionally, throughout the ACP 2.0, we have inserted some clarifying text in italics that is not included in the Competency Profile. This text in italics is for clarification purposes only, to demonstrate how the Competency Profile applies to assessment of students in clinical education.

The rating scale used in this tool is the same as the rating scale in the original ACP and has been modified from the Revised PT CPI: Version 2006 with permission from the APTA.⁴

Instructions to complete the ACP 2.0:

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 ACP 2.0 at mid and final points of the clinical education experience.

The ACP is organized by 7 domains of practice. Each domain includes several "Essential Competencies" which are further defined by "Milestones". Sometimes, there are several essential competencies that are assessed with one rating scale. Students do not need to demonstrate all essential competencies nor milestones to be assessed on that rating scale. There are a total of 18 rating scales and 9 comment boxes in this assessment form. You are **required to enter a rating for all rating scales** included within the ACP.

The rating scale and anchor descriptions are on page 5 of the assessment form. You will be asked to consider the rating scale and anchor descriptions while assessing the student at mid and final points of the clinical experience. The student must demonstrate all criteria of the anchor description 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. One of the criteria of the rating scale anchors is the number of patients that the student is carrying (e.g., the student is capable of maintaining ~ 50% of a full-time physical therapist's caseload). As caseloads vary across all areas of practice, in this application, *caseload* is defined as the number of patients a typical full-time, early career physiotherapist would see on a regular day in the setting where the placement is occurring.

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. Please feel free to use the comment boxes to indicate if an essential competency was not observed.

At the bottom of each section, you will be asked at mid and final points: "Please check if you have significant concerns with the student's performance in this role." Please only check this box **if you have** significant concerns with the student's performance.

¹ Mori B, Norman KE, Brooks D, Herold J, Beaton DE. Evidence of reliability, validity, and practicality for the Canadian Physiotherapy Assessment of Clinical Performance. *Physiotherapy Canada*. 2016;68(2):156-69.

² National Physiotherapy Advisory Group (2009). Essential Competency Profile for Physiotherapists in Canada. Toronto: Canadian Physiotherapy Association. <http://www.physiotherapyeducation.ca/Resources/Essential%20Comp%20PT%20Profile%202009.pdf>

³ National Physiotherapy Advisory Group (2017). Competency Profile for Physiotherapists in Canada. https://physiotherapy.ca/sites/default/files/competency_profile_final_en.pdf

⁴ 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.

Additional points of clarification:

- Some clinical instructors (CIs) might wonder how the “Entry Level Performance” anchor on the rating scale applies to roles other than Expert? For example, some CIs have observed, “My student is on his/her first internship and is seeing ~4 patients a day. They communicate and collaborate very well with patients and colleagues. Why can’t I rate this student at entry level?” The reason this student would not be scored at entry level is because the CI has observed the student’s performance with a reduced caseload only. While the CI could extrapolate how the student might perform if he/she were carrying a full caseload, there are added complexities and efficiencies that would also be expected with managing an increased caseload. The demands, if a junior student were to manage an entry-level caseload, may impact performance in all roles. In using the ACP, CIs are required to rate actual observation of student performance without extrapolation or projection of anticipated performance in the context of higher demands. CIs are able to use the comment boxes to expand on student strengths, including examples of behaviours that CIs have observed.
- The ACP *is applicable* to specialty areas of practice. When rating the student, please consider entry level performance for a student in your area of specialty. In "specialty" placements, or if the complexity of the patient care is high, the level of supervision may need to be higher impacting the student’s efficiency and ability to carry caseload. When rating the student, please consider the anchor descriptors relative to entry level performance of a generalist.

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).

Rating Scale and Anchor Descriptors*

	Beginner		Advance Beginner		Inter-mediate		Advance Inter-mediate		Entry Level	with Distinction
Midterm	<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"/>
Final	<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 (e.g., 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.

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DOMAIN 1: PHYSIOTHERAPY EXPERTISE

As experts in mobility and function, physiotherapists use clinical reasoning that integrates unique knowledge, skills and attitudes to provide quality care and enhance the health and wellbeing of their clients.

1.1. EMPLOY A CLIENT-CENTERED APPROACH.

- 1.1.2. Act in a manner that respects client uniqueness, diversity and autonomy, and is in the client's best interest.
- 1.1.3. Provide the client with relevant information throughout care.
- 1.1.4. Actively involve the client in decision making.
- 1.1.5. Empower client to engage in their own care.
- 1.1.6. Build and maintain rapport and trust with the client.
- 1.1.7. Ensure ongoing, informed client consent.

1.2. ENSURE PHYSICAL AND EMOTIONAL SAFETY OF CLIENT.

- 1.2.1. Identify client-specific precautions, contraindications and risks.
- 1.2.2. Employ safe client handling techniques.
- 1.2.3. Apply assessment and intervention procedures in a manner that enhances the client's safety and comfort.
- 1.2.4. Monitor and respond to client's physical and emotional state throughout care.
- 1.2.5. Identify and respond to near misses and adverse events.

	Beginner	Advance Beginner	Inter- mediate	Advance Inter- mediate	Entry Level	with Distinction
Midterm						
Final						

Midterm comments:

Final comments:

DOMAIN 1: PHYSIOTHERAPY EXPERTISE

1.3. CONDUCT CLIENT ASSESSMENT.

- 1.3.1. Interview client to obtain relevant information about health conditions, and personal and environmental factors.
- 1.3.2. Determine client's expectations, and their relevance to physiotherapy.
- 1.3.3. Obtain relevant information about client's status from other sources.
- 1.3.4. Identify comorbidities that impact approach to assessment.
- 1.3.5. Identify urgent health conditions that require immediate attention and take appropriate action.
- 1.3.6. Identify non-urgent health-related conditions that may benefit from referral to other services, and advise client accordingly.
- 1.3.7. Select and perform appropriate tests and measures.

	Beginner	Advance Beginner	Inter- mediate	Advance Inter- mediate	Entry Level	with Distinction
Midterm						
Final						

1.4. ESTABLISH A DIAGNOSIS AND PROGNOSIS.

- 1.4.1. Interpret assessment findings and other relevant information.
- 1.4.2. Identify client's body structure and function impairments, activity limitations and participation restrictions.
- 1.4.3. Develop a physiotherapy diagnosis.
- 1.4.4. Develop a working prognosis.
- 1.4.5. Determine if physiotherapy is indicated.
- 1.4.6. Determine if referral to another physiotherapist or another provider is indicated.

	Beginner	Advance Beginner	Inter- mediate	Advance 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

DOMAIN 1: PHYSIOTHERAPY EXPERTISE

1.5. DEVELOP, IMPLEMENT, MONITOR AND EVALUATE AN INTERVENTION PLAN.

- 1.5.1. Establish physiotherapy goals.
- 1.5.2. Determine an intervention plan.
- 1.5.3. Implement planned interventions.
- 1.5.4. Assist client to develop self-management skills.
- 1.5.5. Monitor and respond to client status during interventions.
- 1.5.6. Reassess client status and needs as appropriate.
- 1.5.7. Modify intervention plan as indicated.

1.6. COMPLETE OR TRANSITION CARE.

Transitioning patients to weekend care, or another PT or health care provider, or transitioning patients from the student's caseload back to the primary PT can also be included with this item.

- 1.6.1. Evaluate client outcomes and goal attainment.
- 1.6.2. Develop a discharge or transition of care plan.
- 1.6.3. Prepare client for discharge or transition of care.
- 1.6.4. Ensure effective transfer of information at transition.

1.7. PLAN, DELIVER AND EVALUATE PROGRAMS.

- 1.7.1. Identify opportunities for group physiotherapy programming.
- 1.7.2. Establish program goals and develop a plan.
- 1.7.3. Implement program plan.
- 1.7.4. Evaluate program.

	Beginner	Advance Beginner	Inter- mediate	Advance 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

DOMAIN 2: COMMUNICATION

As communicators, physiotherapists use effective strategies to exchange information and to enhance therapeutic and professional relationships.

When applicable, consider/apply Essential Competencies 2.3 and 2.4 (included in the boxes below) as you rate the student on items 2.1 and 2.2.

2.3. ADAPT COMMUNICATION APPROACH TO CONTEXT.

- 2.3.1. Adjust communication strategy consistent with purpose and setting.
- 2.3.2. Use appropriate terminology.
- 2.3.3. Adjust communication based on level of understanding of recipient.
- 2.3.4. Ensure communication is timely.
- 2.3.5. Share information empathetically and respectfully.

2.4. USE COMMUNICATION TOOLS AND TECHNOLOGIES EFFECTIVELY.

- 2.4.1. Employ assistive and augmentative devices to enhance communication.
- 2.4.2. Use electronic technologies appropriately and responsibly.
- 2.4.3. Use images, videos and other media to enhance communication.

2.1. USE ORAL AND NON-VERBAL COMMUNICATION EFFECTIVELY.

- 2.1.1. Speak clearly and concisely.
- 2.1.2. Listen actively, to build trust and foster exchange of information.
- 2.1.3. Use and respond to body language appropriately.
- 2.1.4. Give and receive feedback in a constructive manner.

	Beginner	Advance Beginner	Inter-mediate	Advance Inter-mediate	Entry Level	with Distinction
Midterm						
Final						

2.2. USE WRITTEN COMMUNICATION EFFECTIVELY.

- 2.2.1. Write in a clear, concise and organized fashion.
- 2.2.2. Ensure written communication is legible.
- 2.2.3. Prepare comprehensive and accurate health records and other documents, appropriate to purpose.

	Beginner	Advance Beginner	Inter-mediate	Advance Inter-mediate	Entry Level	with Distinction
Midterm	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Final	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Midterm comments:

Final comments:

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

DOMAIN 3: COLLABORATION

As collaborators, physiotherapists work effectively with others to provide inter- and intra-professional care.

3.1. PROMOTE AN INTEGRATED APPROACH TO CLIENT SERVICES.

- 3.1.1. Identify practice situations that may benefit from collaborative care.
- 3.1.2. Engage client as a team member.

3.2. FACILITATE COLLABORATIVE RELATIONSHIPS.

- 3.2.1. Recognize and respect the roles of others.
- 3.2.2. Share information about the physiotherapist's role and knowledge.
- 3.2.3. Negotiate shared and overlapping roles and responsibilities.
- 3.2.4. Maintain mutually supportive working relationships.
- 3.2.5. Interact with others in a manner that promotes inclusion.

3.3. CONTRIBUTE TO EFFECTIVE TEAMWORK.

- 3.3.1. Respect accepted principles for teamwork.
- 3.3.2. Participate in shared leadership.
- 3.3.3. Share relevant information with the team.
- 3.3.4. Participate and be respectful of all members' participation in collaborative decision-making.
- 3.3.5. Participate in team evaluation and improvement initiatives.

3.4. CONTRIBUTE TO CONFLICT RESOLUTION.

“Conflict” can represent a variety of situations (e.g., setting discharge dates; a patient’s willingness to participate in treatment session; potential treatment approach).

- 3.4.1. Recognize conflict or potential conflict and respond constructively.
- 3.4.2. Apply conflict resolution principles in a structured fashion.

	Beginner	Advance Beginner	Inter-mediate	Advance 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

DOMAIN 4: MANAGEMENT

As managers, physiotherapists manage self, time, resources and priorities to ensure safe, effective and sustainable services.

4.1. SUPPORT ORGANIZATIONAL EXCELLENCE.

- 4.1.1. Support organizational mission and vision.
- 4.1.2. Comply with organizational policies, procedures and directives.
- 4.1.3. Address discrepancies between employer expectations and professional standards.
- 4.1.4. Follow proper business practices.

4.2. UTILIZE RESOURCES EFFICIENTLY AND EFFECTIVELY.

- 4.2.1. Provide services that balance client needs and available resources.
- 4.2.2. Address issues related to waitlists, caseloads and access to services.
- 4.2.3. Manage own time effectively.
- 4.2.4. Address issues related to availability of equipment and supplies.

4.4. ENGAGE IN QUALITY IMPROVEMENT ACTIVITIES.

For a student in clinical education, this might include reorganizing the day to better meet patients' needs and the needs of the team; sharing ideas that would improve the patient flow or improve team communication, developing or revising a patient education handout.

- 4.4.1. Apply quality improvement strategies in direct service provision.
- 4.4.2. Participate in organizational quality improvement initiatives.
- 4.4.3. Use outcome data to evaluate service delivery.

	Beginner	Advance Beginner	Inter- mediate	Advance Inter- mediate	Entry Level	with Distinction
Midterm						
Final						

4.3. ENSURE A SAFE PRACTICE ENVIRONMENT.

- 4.3.1. Identify risks and mitigate hazards in the workplace.
- 4.3.2. Maintain a clean, organized and accessible work environment.
- 4.3.3. Adhere to individual, team and system-level safety practices.
- 4.3.4. Apply best practices for infection control.
- 4.3.5. Adapt work environment to enhance emotional safety.
- 4.3.6. Ensure regular equipment cleaning and maintenance.

	Beginner	Advance Beginner	Inter- mediate	Advance Inter- mediate	Entry Level	with Distinction
Midterm						
Final						

4.5. SUPERVISE OTHERS.

This may include physiotherapist assistants, rehab assistants, caregivers, family members or other health care professionals.

- 4.5.1. Assess the competence of personnel involved in physiotherapy service delivery prior to assigning care.
- 4.5.2. Assign care to personnel involved in physiotherapy service delivery, and monitor delivery.
- 4.5.3. Contribute to orientation and training of personnel involved in physiotherapy service delivery.
- 4.5.4. Provide guidance and feedback to personnel involved in physiotherapy service delivery.

	Beginner	Advance Beginner	Inter- mediate	Advance Inter- mediate	Entry Level	with Distinction
Midterm						
Final						

4.6. MANAGE PRACTICE INFORMATION SAFELY AND EFFECTIVELY.

- 4.6.1. Maintain comprehensive, accurate and timely records of client and practice management.
- 4.6.2. Manage health records and other information in paper and electronic format.
- 4.6.3. Ensure secure retention, storage, transfer and destruction of documents.
- 4.6.4. Maintain confidentiality of records and data, with appropriate access.

	Beginner	Advance Beginner	Inter- mediate	Advance 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

DOMAIN 5: LEADERSHIP

As leaders, physiotherapists envision and advocate for a health system that enhances the wellbeing of society.

5.1. CHAMPION (ADVOCATE FOR) THE HEALTH NEEDS OF CLIENTS.

(e.g., advocating for a diagnostic test for a patient; collaborating with the team for a discharge date/location that meets the patient’s needs; advocating for other health care professionals to be involved with patient; explaining the value of PT to clients new to PT, to referring and collaborating health care providers; identifying resources in the community to promote the health and physical activity of clients and client groups).

- 5.1.1. Advocate for accessibility and sustainability of physiotherapy and other services across the continuum of care.
- 5.1.2. Foster client engagement in finding solutions to address health needs.
- 5.1.3. Promote a culture of client-centeredness.

	Beginner	Advance Beginner	Inter-mediate	Advance Inter-mediate	Entry Level	with Distinction
Midterm						
Final						

5.2. PROMOTE INNOVATION IN HEALTHCARE.

(e.g., sharing new approaches in response to a system change; use of virtual / telerehab care as required; liaising with community resources for program development to address the health needs of a client group).

- 5.2.1. Maintain awareness of emerging technologies, and advocate for their application to enhance physiotherapy services.
- 5.2.2. Advocate for new approaches to improve client care.
- 5.2.3. Promote solutions to challenges encountered in physiotherapy practice.

5.3. CONTRIBUTE TO LEADERSHIP IN THE PROFESSION.

(e.g., advocating for the physiotherapy profession, presenting in-services, educating other health care professionals, students or groups such as volunteers).

- 5.3.1. Promote the value of physiotherapy to client health.
- 5.3.2. Engage in activities to support advancement of the physiotherapy profession.
- 5.3.3. Contribute to leadership activities in the workplace.

7.3 EMBRACE SOCIAL RESPONSIBILITY AS A HEALTH PROFESSIONAL.

(e.g., discussing how an individual’s social determinants of health impacts the care they are able to receive; making recommendations that are appropriate to the patient’s environmental, personal, or cultural factors; adhering to public health guidelines; identifying barriers for clients and contributing to solutions).

NOTE: While Enabling Competency 7.3 occurs in the Professionalism Domain, on the ACP it should be assessed with items 5.2 and 5.3.

- 7.3.1. Maintain awareness of issues and advances affecting the health system locally, nationally and globally.
- 7.3.2. Demonstrate awareness of the social determinants of health and emerging trends that may impact physiotherapy practice.

	Beginner	Advance Beginner	Inter-mediate	Advance Inter-mediate	Entry Level	with Distinction
Midterm	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Final	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

DOMAIN 5: LEADERSHIP

Midterm comments:

Final comments:

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

DOMAIN 6: SCHOLARSHIP

As scholars, physiotherapists demonstrate a commitment to excellence in practice through continuous learning, the education of others, the evaluation of evidence, and contributions to scholarship.

6.1. USE AN EVIDENCE-INFORMED APPROACH IN PRACTICE.

(e.g., multiple and credible sources to inform practice).

- 6.1.1. Incorporate best available evidence into clinical decision making.
- 6.1.2. Incorporate client context into clinical decision making.
- 6.1.3. Incorporate personal knowledge and experience into clinical decision making.
- 6.1.4. Make decisions using an established clinical reasoning framework.
- 6.1.5. Use a structured approach to evaluate effectiveness of decisions.

6.2. ENGAGE IN SCHOLARLY INQUIRY.

- 6.2.1. Identify ethical considerations related to scholarly inquiry.
- 6.2.2. Formulate researchable questions relevant to practice.
- 6.2.3. Access reliable sources of information.
- 6.2.4. Critically appraise information.
- 6.2.5. Contribute to research activities.
- 6.2.6. Contribute to knowledge management.

6.4. MAINTAIN CURRENCY (UP TO DATE) WITH DEVELOPMENTS RELEVANT TO AREA OF PRACTICE.

- 6.4.1. Access emerging information relevant to area of practice.
- 6.4.2. Determine potential for applicability of emerging information to personal practice.

	Beginner	Advance Beginner	Inter- mediate	Advance Inter- mediate	Entry Level	with Distinction
Midterm						
Final						

6.3. INTEGRATE SELF-REFLECTION AND EXTERNAL FEEDBACK TO IMPROVE PERSONAL PRACTICE.

- 6.3.1. Seek feedback from others on personal performance and behaviour.
- 6.3.2. Compare personal performance and behaviour with professional and organizational expectations.
- 6.3.3. Identify learning needs based on self-reflection and external feedback.
- 6.3.4. Develop and implement a plan to address learning needs.

	Beginner	Advance Beginner	Inter- mediate	Advance Inter- mediate	Entry Level	with Distinction
Midterm						
Final						

6.5. CONTRIBUTE TO THE LEARNING OF OTHERS.

This can include patients, families, caregivers, peers and colleagues (e.g., as in a student presentation).

- 6.5.1. Assess the physiotherapy-related learning needs of others.
- 6.5.2. Contribute to the education of peers and other healthcare providers.
- 6.5.3. Contribute to the clinical education of students.
- 6.5.4. Assess effectiveness of learning activities.

	Beginner	Advance Beginner	Inter-mediate	Advance 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

DOMAIN 7: PROFESSIONALISM

As autonomous, self-regulated professionals, physiotherapists are committed to working in the best interest of clients and society, and to maintaining high standards of behaviour.

7.1. COMPLY WITH LEGAL AND REGULATORY REQUIREMENTS.

- 7.1.1. Comply with applicable federal and provincial / territorial legislation.
- 7.1.2. Comply with regulatory requirements.
- 7.1.3. Maintain confidentiality and privacy as appropriate.

7.2. BEHAVE ETHICALLY.

- 7.2.1. Use an ethical framework to guide decision making.
- 7.2.2. Address real, potential or perceived conflicts of interest.
- 7.2.3. Promote services in an ethical manner.

7.4. ACT WITH PROFESSIONAL INTEGRITY.

- 7.4.1. Behave with honesty and respect for others.
- 7.4.2. Behave in a manner that values diversity.
- 7.4.3. Work within physiotherapy scope of practice and personal level of competence.
- 7.4.4. Accept accountability for decisions and actions.
- 7.4.5. Maintain professional deportment.
- 7.4.6. Maintain professional boundaries.
- 7.4.7. Respond constructively to changes affecting the workplace.

	Beginner	Advance Beginner	Inter- mediate	Advance Inter- mediate	Entry Level	with Distinction
Midterm						
Final						

7.5. MAINTAIN PERSONAL WELLNESS CONSISTENT WITH THE NEEDS OF PRACTICE.

(e.g., approaches learning with a growth mindset, identifies when situations are stressful, asks for help when needed).

- 7.5.1. Balance personal and professional demands.
- 7.5.2. Address physical, emotional and psychological factors negatively impacting workplace performance.

	Beginner	Advance Beginner	Inter- mediate	Advance 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:

Please select one of the following choices with your recommendation regarding the student’s overall performance. This recommendation, along with the completed ACP, will be taken into account by the university faculty when assigning the final grade for the course.

- **Credit with exceptional performance** – student's overall performance is exceptional and exceeds expectations for a student at that experience level
- **Credit** – student’s performance meets expectations for a student at that experience level
- **Credit with reservation** – student’s performance is borderline, demonstrating areas of weakness that may require remediation
- **No Credit** – student consistently performs below the expected level and/or demonstrates significant deficits in professionalism, communication, safety or clinical reasoning

Midterm Grade:

Days absent:

Final Grade:

Extra hours worked:

SUMMATIVE COMMENTS

Midterm Evaluation

We have read and discussed this evaluation. Date:

Student Name

Student Signature

Clinical Instructor Name

Clinical Instructor Signature

Clinical Instructor Name

Clinical Instructor Signature

CCCE Name

CCCE Signature

Final Evaluation

We have read and discussed this evaluation. Date:

Student Name

Student Signature

Clinical Instructor Name

Clinical Instructor Signature

Clinical Instructor Name

Clinical Instructor Signature

CCCE Name

CCCE Signature

The student's overall performance at this point of their academic program is:

	Did not meet minimal expectations	Below Average	Average	Above Average	Exceptional
Final					