CLINICAL PERFORMANCE INSTRUMENT
PHYSICAL THERAPIST ASSISTANT STUDENT

STUDENT INFORMATION

Student's Name: ________________________________

Dates of Clinical Experience: ___________________ Course Number: PTA 281C

ACADEMIC PROGRAM INFORMATION

Name of Academic Institution: Jefferson College of Health Sciences

Address: Rehab and Wellness Department, Physical Therapist Assistant Program
101 Elm Ave SE Roanoke, VA 24013

ACCE: Jordan Tucker, PT, DPT

Phone: 540-985-8463 Fax: (540) 985-8021 Department Secretary: 540-985-8594

E-mail: jmtucker1@jchs.edu

CLINICAL EDUCATION SITE INFORMATION

Name of Clinical Site: ________________________________

Address: ____________________________________________

(Department) (Street)

(City) (State) (Zip)

Phone: (______) ext ______ Fax: (______) _______ 

E-mail: _______________________________________

Clinical Instructor's Name: ________________________________

# Years as CI _______ Credentialed through APTA's CI Credentialing Workshop ___ yes ___ no

Other Credentials/Certifications/Specializations: ________________________________________________

Clinical Instructor's Name: ________________________________

# Years as CI _______ Credentialed through APTA's CI Credentialing Workshop ___ yes ___ no

Other Credentials/Certifications/Specializations: ________________________________________________

Clinical Instructor's Name: ________________________________

# Years as CI _______ Credentialed through APTA's CI Credentialing Workshop ___ yes ___ no

Other Credentials/Certifications/Specializations: ________________________________________________

CCCE's Name: ________________________________________
<table>
<thead>
<tr>
<th>Visual Analog Scale</th>
<th>Placement of a mark on the line indicates the student's current level of performance relative to entry-level performance.</th>
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</table>
| Novice             | • Student who requires close clinical supervision 100% of the time with constant monitoring and feedback, even with patients with simple conditions.  
• At this level, performance is inconsistent and clinical reasoning is performed in an inefficient manner.  
• Performance reflects little or no experience.  
• Student does not carry a caseload. |
| PTA 251C           | • Students are rated on Criteria 1-20  
• Passing Grade: Entry Level (90%) on Criteria 1-5 by completion of the rotation, Average score for 6-20 items at least 75% by completion of the rotation, No significant concerns boxes checked by completion of the rotation. |
| Entry-level        | • Student consistently and efficiently provides quality care with simple or complex patients in a variety of clinical environments under supervision.  
• Student usually needs no further guidance or supervision except when addressing new or complex situations. |
| M □ F □            | Indicates midterm or final evaluation. Full-time rotations require midterm and final evaluations. |
| Sample Behaviors   | CI can use these as a guide to assessing the student’s performance. All behaviors do not have to be present and there may be additional/alternative behaviors relevant to the clinical setting that the CI may use. They are not listed in order of priority and all do not have to be present to rate the student. |
| Significant Concerns | Checking this box indicates the student’s performance is unacceptable and he/she is at risk of failing. Written comments are required and the ACCE must be contacted. Difficulty with any RED FLAG criteria warrants a call to the ACCE. |
| With Distinction   | Checking this box indicates the student’s performance exceeds expectations for this clinical experience. |
| Not Observed       | Student’s performance on this criterion was not observed. Should be rarely used. |
| Comments           | • Provided by the CI to elaborate on or clarify the student’s performance ratings. May include critical incidents, problems or deficit areas, and/or exemplary areas of performance. Comments are required if student is rated at failing levels, specific deficiencies in the psychomotor skills or when significant concerns or with distinction boxes are checked. |
| Summative Comments | • CI can identify, clarify and highlight student’s overall performance related to his/her areas of strength and areas needing improvement based on objectives of the clinical experience. |
Performance Dimensions

Comments regarding student performance behaviors should reflect the following dimensions.

<table>
<thead>
<tr>
<th>Quality of Care</th>
<th>Degree of skill or competence demonstrated (limited, high); effectiveness (ineffective, highly effective); extent to which outcomes meet the desired goals.</th>
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</thead>
<tbody>
<tr>
<td>Supervision/Guidance Required</td>
<td>Level and extent of assistance required by the student to achieve clinical performances. As students progress through clinical education experiences, the degrees of monitoring needed is expected to progress from full-time direct supervision (first experience) or euing to independence performance with consultation of CI (final experience). Degree of supervision and guidance may vary with complexity of the patient or environment.</td>
</tr>
<tr>
<td>Consistency of Performance</td>
<td>Frequency of occurrences of desired behaviors related to criteria (infrequency, occasionally, routinely). As students progress through clinical education experiences, consistency of quality performance is expected to progress from infrequently to routinely.</td>
</tr>
<tr>
<td>Complexity of Tasks/Environment</td>
<td>Multiple requirements of the patient or environment (simple, complex). Complexity can be altered by controlling the number and types of elements to be considered in the performance (patients, equipment, issues). As students progress, the complexity should increase, with fewer elements controlled by the CI.</td>
</tr>
<tr>
<td>Efficiency of Performance</td>
<td>Ability to perform in a cost-effective and timely manner (inefficient/slow, efficient/timely). As students progress, efficiency should progress from a high expenditure of time and effort to economical and timely.</td>
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</table>
1. Performs in a safe manner that minimizes risk to patient, self, and others.

M ☐ F ☐
Not Observed
Novice Clinical Performance
Entry-Level Performance
M ☐ F ☐
With Distinction

SAMPLE BEHAVIORS
a) Observes health and safety regulations.
b) Maintains safe working environment.
c) Recognizes physiological and psychological changes in patients and:
   • adjusts interventions accordingly within the plan of care, or
   • does not provide interventions and consult the physical therapist's supervisor.
d) Demonstrates awareness of contraindications and precautions of interventions.
e) Requests assistance when necessary.
f) Uses acceptable techniques for safe handling of patients.
g) Protects welfare of self, patient, and others in emergency situations.

Significant Concerns:  Check below if performance on this criterion places student at risk for failure of this clinical experience.

☒ Midterm ☐ Final ☐

Midterm Comments:
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QUALITY OF CARE • SUPERVISION/GUIDANCE REQUIRED • CONSISTENCY OF PERFORMANCE
• COMPLEXITY OF TASKS/ENVIRONMENT • EFFICIENCY OF PERFORMANCE
2. Conducts self in a responsible manner.

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<td>Novice Clinical Performance</td>
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<td>Entry-Level Performance</td>
<td>With Distinction</td>
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**SAMPLE BEHAVIORS**

a) Accepts responsibility for own actions.
b) Is punctual and dependable.
c) Completes scheduled assignments in a timely manner.
d) Wears attire consistent with expectations of the clinical setting.
e) Demonstrates initiative.
f) Demonstrates a willingness to alter schedule to accommodate patient needs and facility requirements.
g) Adapts to change.

Significant Concerns: Check below if performance on this criterion places student at risk for failure of this clinical experience.

- [ ] Midterm
- [ ] Final

**Midterm Comments:**

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*QUALITY OF CARE • SUPERVISION/GUIDANCE REQUIRED • CONSISTENCY OF PERFORMANCE • COMPLEXITY OF TASKS/ENVIRONMENT • EFFICIENCY OF PERFORMANCE*
3. Interacts with others in a respectful manner.

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**SAMPLE BEHAVIORS**

a) Maintains productive working relationships with patients, families, CI, and others.
b) Treats others with positive regard, dignity, respect, and compassion.
c) Maintains confidentiality.
d) Demonstrates behaviors that contribute to a positive work environment.
e) Accepts criticism without defensiveness.
f) Manages conflict in constructive ways.
g) Makes choices after considering the consequences to others.
h) Assumes responsibility for choices made in situations presenting legal or ethical dilemmas.
i) Maintains patient privacy and modesty (e.g., draping, confidentiality).

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**Significant Concerns:** Check below if performance on this criterion places student at risk for failure of this clinical experience.

- [ ] Midterm
- [x] Final

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**Midterm Comments:**

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**Final Comments:**

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**QUALITY OF CARE • SUPERVISION/GUIDANCE REQUIRED • CONSISTENCY OF PERFORMANCE • COMPLEXITY OF TASKS/ENVIRONMENT • EFFICIENCY OF PERFORMANCE**

3
4. Adheres to ethical standards.

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<td>Novice Clinical Performance</td>
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**SAMPLE BEHAVIORS**

a) Abides by relevant ethical codes, standards, and guidelines.
b) Adheres to institutional policy and procedures.
c) Identifies situations in which ethical questions are present.
d) Reports violations of ethical standards and guidelines.

**Significant Concerns:** Check below if performance on this criterion places student at risk for failure of this clinical experience.

- [ ] Midterm
- [ ] Final

**Midterm Comments:**

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*QUALITY OF CARE • SUPERVISION/GUIDANCE REQUIRED • CONSISTENCY OF PERFORMANCE • COMPLEXITY OF TASKS/ENVIRONMENT • EFFICIENCY OF PERFORMANCE*
5. Adheres to legal standards.

M □ F □   \[\text{Not Observed} \quad \text{Novice Clinical Performance} \quad \text{Entry-Level Performance} \quad \text{With Distinction}\]

SAMPLE BEHAVIORS

a) Abides by pertinent state (province) and federal laws and regulations, including those applying to state licensure laws.
b) Identifies situations in which legal questions are present.
c) Reports violations of laws governing physical therapy.

Significant Concerns: Check below if performance on this criterion places student at risk for failure of this clinical experience.

☒ Midterm □   Final □

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QUALITY OF CARE • SUPERVISION/GUIDANCE REQUIRED • CONSISTENCY OF PERFORMANCE • COMPLEXITY OF TASKS/ENVIRONMENT • EFFICIENCY OF PERFORMANCE
6. Communicates in ways that are congruent with situational needs.

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**SAMPLE BEHAVIORS**

a) Communicates in a respectful and timely manner.
b) Initiates communication in difficult situations.
c) Selects the most appropriate person(s) with whom to communicate.
d) Communicates respect for the roles and contributions of all participants in patient care.
e) Listens actively and attentively to understand what is being communicated by others.
f) Demonstrates respectful and technically correct verbal communication.
g) Communicates using nonverbal messages that are consistent with intended message.
h) Interprets and responds to the nonverbal communication of others.
i) Determines effectiveness of his/her own communication and modifies communication accordingly.

**Significant Concerns:** Check below if performance on this criterion places student at risk for failure of this clinical experience.

- [ ] Midterm
- [ ] Final

**Midterm Comments:**

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QUALITY OF CARE • SUPERVISION/GUIDANCE REQUIRED • CONSISTENCY OF PERFORMANCE • COMPLEXITY OF TASKS/ENVIRONMENT • EFFICIENCY OF PERFORMANCE
7. Produces documentation to support the delivery of physical therapy services.

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**SAMPLE BEHAVIORS**

a) Documents aspects of physical therapy care, including selected data collection measurements, interventions, response to interventions, and communicates with family and others involved in delivery of patient care.

b) Produces documentation that follows guidelines and format required by the clinical setting and by law.

c) Documents patient care consistent with guidelines and requirements of regulatory agencies and third-party payers.

d) Produces documentation that is accurate, concise, timely, and legible.

e) Demonstrates technically correct written communication skills.

**Significant Concerns:** Check below if performance on this criterion places student at risk for failure of this clinical experience.

- ✔ Midterm   
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QUALITY OF CARE • SUPERVISION/GUIDANCE REQUIRED • CONSISTENCY OF PERFORMANCE • COMPLEXITY OF TASKS/ENVIRONMENT • EFFICIENCY OF PERFORMANCE
8. Delivers established patient care to reflect respect for and sensitivity to individual differences.

M ☐ F ☐
Not Observed
Novice Clinical Performance

Entry-Level Performance With Distinction
M ☐ F ☐

SAMPLE BEHAVIORS
a) Exhibits sensitivity to differences in race, creed, color, gender, age, national or ethnic origin, sexual orientation, and disability or health status in:
- communication with others and,
- implementing (delegated interventions within the plan of care established by the physical therapist.)

Significant Concerns: Check below if performance on this criterion places student at risk for failure of this clinical experience.

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QUALITY OF CARE • SUPERVISION/GUIDANCE REQUIRED • CONSISTENCY OF PERFORMANCE • COMPLEXITY OF TASKS/ENVIRONMENT • EFFICIENCY OF PERFORMANCE
9. Participates in patient status judgments within the clinical environment based on the plan of care established by the physical therapist.

SAMPLE BEHAVIORS

a) Explains rationale for judgments.
b) Makes judgments within the context of ethical issues, informed consent, and safety considerations.
c) Utilizes information from multiple data sources to make judgments.
d) Uses a clinical problem solving process that includes considering decision rules (e.g., codes, protocols), thinking, data collection, and interpretive processes.

Significant Concerns: Check below if performance on this criterion places student at risk for failure of this clinical experience.

☒ Midterm ☐ Final ☐

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QUALITY OF CARE • SUPERVISION/GUIDANCE REQUIRED • CONSISTENCY OF PERFORMANCE
• COMPLEXITY OF TASKS/ENVIRONMENT • EFFICIENCY OF PERFORMANCE
10. Obtains accurate information by performing selected data collection consistent with the plan of care established by the physical therapist.

M ☐ F ☐  Not Observed Novice Clinical Performance Entry-Level Performance With Distinction

SAMPLE BEHAVIORS
a) Identifies whether he/she possesses the knowledge and skill to competently perform a delegated data collection.
b) Performs interim data collection to monitor patient status.
c) Collects data in a technically competent manner.
SEE APPENDIX B FOR LIST OF ENTRY-LEVEL DATA COLLECTION SKILLS.

Significant Concerns: Check below if performance on this criterion places student at risk for failure of this clinical experience.
☑ Midterm ☐ Final ☐

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QUALITY OF CARE • SUPERVISION/GUIDANCE REQUIRED • CONSISTENCY OF PERFORMANCE • COMPLEXITY OF TASKS/ENVIRONMENT • EFFICIENCY OF PERFORMANCE
11. Discusses the need for modifications to the plan of care established by the physical therapist.

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Not Observed

Novice Clinical Performance

Entry-Level Performance

With Distinction

SAMPLE BEHAVIORS

a) Communicates with the physical therapist regarding significant changes in the patient's status or modifications made in patient's interventions within the plan of care.

b) Suggests to the physical therapist modifications needed in the patient's plan of care.

c) Determines whether to adjust or suspend patient interventions if warranted and reports findings to the physical therapist.

d) Progresses patient within an established plan of care and reports changes in patient status to the physical therapist.

Significant Concerns: Check below if performance on this criterion places student at risk for failure of this clinical experience.

☒ Midterm ☐ Final ☐

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QUALITY OF CARE • SUPERVISION/GUIDANCE REQUIRED • CONSISTENCY OF PERFORMANCE
• COMPLEXITY OF TASKS/ENVIRONMENT • EFFICIENCY OF PERFORMANCE
12. Performs physical therapy interventions in a technically competent manner.

SAMPLE BEHAVIORS
a) Performs effective, efficient, and coordinated movement in providing technically competent interventions.
b) Performs interventions consistent with the plan of care established by the physical therapist.
c) Provides interventions in a manner minimizing risk to the patient, self, and others involved in the delivery of the patient’s care.
d) Uses intervention time efficiently and effectively.
e) Adjusts physical therapy interventions, within the plan of care established by the physical therapist, to meet the individual needs and responses of the patient and reports changes in patient status to the physical therapist.

See Appendix C for List of Entry-Level Technical Skills.

Significant Concerns: Check below if performance on this criterion places student at risk for failure of this clinical experience.

☒ Midterm □ Final □

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QUALITY OF CARE • SUPERVISION/GUIDANCE REQUIRED • CONSISTENCY OF PERFORMANCE • COMPLEXITY OF TASKS/ENVIRONMENT • EFFICIENCY OF PERFORMANCE
13. Educates others (patients, family, caregivers, staff, students, other health care providers) using relevant and effective teaching methods.

SAMPLE BEHAVIORS

a) Participates in designing educational activities to address identified needs.

b) Conducts educational activities utilizing a variety of instructional strategies as needed.

c) Modifies educational activities considering learners' needs, characteristics, and capabilities.

e) Determines effectiveness of educational activities.

Significant Concerns: Check below if performance on this criterion places student at risk for failure of this clinical experience.

☐ Midterm ☐ Final

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QUALITY OF CARE • SUPERVISION/GUIDANCE REQUIRED • CONSISTENCY OF PERFORMANCE • COMPLEXITY OF TASKS/ENVIRONMENT • EFFICIENCY OF PERFORMANCE
14. Participates in activities addressing quality of service delivery.

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Not Observed Novice Clinical Performance Entry-Level Performance With Distinction

SAMPLE BEHAVIORS
a) Follows established guidelines for the delivery of physical therapy services (e.g., critical/clinical pathways, protocols).
b) Provides recommendations for developing or modifying guidelines based on clinical observations.
c) Participates in performance improvement activities, peer review, utilization review, etc.
d) Seeks information regarding quality of care rendered.

Significant Concerns: Check below if performance on this criterion places student at risk for failure of this clinical experience.

☒ Midterm ☐ Final ☐

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QUALITY OF CARE • SUPERVISION/GUIDANCE REQUIRED • CONSISTENCY OF PERFORMANCE
• COMPLEXITY OF TASKS/ENVIRONMENT • EFFICIENCY OF PERFORMANCE
15. Participates in addressing patient needs for services other than physical therapy.

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Not Observed Novice Clinical Performance Entry-Level Performance With Distinction

SAMPLE BEHAVIORS
a) Reports patient resource and service needs to the physical therapist, or other health care professions as indicated within the plan of care.

b) Advocates for appropriate patient services and resources.

Significant Concerns: Check below if performance on this criterion places student at risk for failure of this clinical experience.

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QUALITY OF CARE • SUPERVISION/GUIDANCE REQUIRED • CONSISTENCY OF PERFORMANCE • COMPLEXITY OF TASKS/ENVIRONMENT • EFFICIENCY OF PERFORMANCE
16. Manages resources (eg, time, space, and equipment) to achieve goals of the clinical setting.

M ☐ F ☐ ______________________________________________________________________ M ☐ F ☐
Not Observed Novice Clinical Entry-Level Performance With Distinction

SAMPLE BEHAVIORS
a) Sets priorities for the use of resources to maximize outcomes.
b) Functions within the organizational structure of the practice setting.
c) Uses time effectively.
d) Coordinates with the physical therapist and other service providers to facilitate efficient and effective patient care.
e) Adapts to change in the organizational structure of the clinical setting.
f) Schedules patients, equipment, and space.

Significant Concerns: Check below if performance on this criterion places student at risk for failure of this clinical experience.

☒ Midterm ☐ Final ☐

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QUALITY OF CARE • SUPERVISION/GUIDANCE REQUIRED • CONSISTENCY OF PERFORMANCE
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17. Participates in fiscal management of the physical therapy clinical setting.

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<td>Novice Clinical Performance</td>
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**SAMPLE BEHAVIORS**

a) Submits accurate patient charges on time.
b) Acts in a fiscally responsible manner.
c) Provides recommendations for equipment and supply needs.
d) Adheres to reimbursement guidelines established by payers.

**Significant Concerns:** Check below if performance on this criterion places student at risk for failure of this clinical experience.

- Midterm □  
- Final □

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*QUALITY OF CARE • SUPERVISION/GUIDANCE REQUIRED • CONSISTENCY OF PERFORMANCE • COMPLEXITY OF TASKS/ENVIRONMENT • EFFICIENCY OF PERFORMANCE*
18. Uses physical therapy aides and other support personnel according to legal standards and ethical guidelines.

M □ F □ _______________________________ M □ F □
Not Observed Novice Clinical Performance Entry-Level Performance With Distinction

SAMPLE BEHAVIORS
a) Assigns only those aspects of physical therapist-delegated tasks that can be legally and ethically delegated to support personnel.
b) Assigns only those aspects of physical therapist-delegated tasks to facilitate effective and efficient patient care.
c) Assigns only those aspects of physical therapist-delegated tasks to the appropriate support personnel.
d) Informs the patient of the decision to assign physical therapist-delegated tasks and the rationale for assignment.
e) Demonstrates respect for the contributions of support personnel.
f) Monitors the care delivered by support personnel.
g) Provides regular feedback to support personnel.
h) Provides regular feedback to the physical therapist about patient status, including those activities provided by support personnel.

Significant Concerns: Check below if performance on this criterion places student at risk for failure of this clinical experience.

☑ Midterm □ Final □

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QUALITY OF CARE • SUPERVISION/GUIDANCE REQUIRED • CONSISTENCY OF PERFORMANCE
• COMPLEXITY OF TASKS/ENVIRONMENT • EFFICIENCY OF PERFORMANCE
19. Implements a self-directed plan for career development and lifelong learning.

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Not Observed Novice Clinical Performance Entry-Level Performance With Distinction

SAMPLE BEHAVIORS
a) Demonstrates an awareness of own strengths and limitations.
b) Establishes realistic goals for career development.
c) Participates in learning experiences within the clinical setting.
d) Modifies behavior based on self-assessment and constructive feedback.
e) Discusses progress of career growth.
f) Seeks opportunities to learn.
g) Accepts responsibility for learning.
h) Seeks guidance as necessary to address limitations.
i) Periodically assesses own career development.

Significant Concerns: Check below if performance on this criterion places student at risk for failure of this clinical experience.

☒ Midterm □ Final □

Midterm Comments: ______________________________________________________________
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• COMPLEXITY OF TASKS/ENVIRONMENT • EFFICIENCY OF PERFORMANCE
20. Assists the physical therapist in addressing primary and secondary prevention needs of individuals and groups.

M ☐ F ☐ Not Observed

Novice Clinical Performance

Entry-Level Performance

With Distinction

SAMPLE BEHAVIORS

a) Assists the physical therapist in using established screening tools as delegated by a physical therapist.

b) Assists the physical therapist with the education of patients or other individuals and groups in prevention by providing information on impairment, disease, disability, and health risks related to age, gender, culture, and lifestyle.

c) Incorporates the concept of self-responsibility in wellness and health promotion.

Significant Concerns: Check below if performance on this criterion places student at risk for failure of this clinical experience.

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QUALITY OF CARE • SUPERVISION/GUIDANCE REQUIRED • CONSISTENCY OF PERFORMANCE
• COMPLEXITY OF TASKS/ENVIRONMENT • EFFICIENCY OF PERFORMANCE

20
SUMMATIVE COMMENTS

Given this student's level of academic and clinical preparation and the objectives for this clinical experience, identify strengths and areas needing improvement. If this is the student's final clinical experience, comment on the student's overall performance as a physical therapist assistant.

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<th>Areas of Strength:</th>
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<table>
<thead>
<tr>
<th>Areas Needing Improvement:</th>
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<td>Midterm:</td>
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<tr>
<td>Areas Needing Improvement (continued)</td>
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<tr>
<td>Final:</td>
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<table>
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<tr>
<th>Other Comments:</th>
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<td>Midterm:</td>
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**Final:** (Please also include a brief review of the student's inservice.)
## EVALUATION SIGNATURES

### MIDTERM EVALUATION
We have read and discussed this evaluation.

<table>
<thead>
<tr>
<th>Signature of Student</th>
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<tbody>
<tr>
<td>Academic Institution</td>
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</tr>
<tr>
<td>Evaluator Name (Print)</td>
<td>Position/Title</td>
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<td>Signature of Evaluator (1)</td>
<td>Date</td>
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<tr>
<td>Evaluator Name (Print)</td>
<td>Position/Title</td>
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<td>Signature of Evaluator (2)</td>
<td>Date</td>
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### FINAL EVALUATION
We have read and discussed this evaluation.

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