



**Bay State College Physical Therapist Assistant Program
Student Clinical Education Experience
Performance Evaluation
Adapted from the NEC-ACCE PT Evaluation Form**

Student Name: _____

Dates of Clinical Experience: _____ Course Number: _____

CLINICAL EDUCATION SITE INFORMATION

Clinical Site Name: _____

Address: _____

Phone: _____ Fax: _____

CI's Name: _____ E-mail: _____

CI's Name: _____ E-mail: _____

CCCE's Name: _____ E-mail: _____

Days Absent: _____ Reason: _____

Days Late: _____ Reason: _____

Were Days Made Up? Yes No How Many? _____

After final evaluation, please mail completed form to:

Bay State College
Physical Therapist Assistant Program
Attn: Academic Coordinator of Clinical Education
122 Commonwealth Avenue
Boston, MA 02116

Guidelines for the Clinical Instructor

Two types of evaluation are recommended as a mechanism for determining strengths and weaknesses of the individual student, as well as the effectiveness of the academic and clinical programs.

1) Formative Evaluation

Informal as well as formal sessions of **ongoing feedback**, constructive comments, reinforcement, anecdotal records, critical incident reports, and student self-assessment are all important to help students develop early success and lasting mastery.

2) Summative Evaluation

The Clinical Education Experience Performance Evaluation provides **a summary** of student performance. It is designed to fulfill several purposes:

- (1) Provides an outline of expected competencies.
Please use this form as part of the student's orientation, so that the objectives of the clinical education experience are known by all parties, and so that the facility staff becomes familiar with the form.
- (2) Facilitates discussion between the Clinical Instructor and the student.
It is recommended that the form be used as an ongoing, informal basis of discussion throughout the clinical education experience.
- (3) Serves as an evaluation tool.
The form is designed to be used by students and Clinical Instructors for both a formal midterm and final evaluation. Students are expected to use this form as a self-evaluation tool prior to discussion of the Clinical Instructor's evaluation. Following the midterm evaluation, the Clinical Instructor together with the student should use the information from the evaluation to develop revised learning objectives for the remaining time of the clinical education experience. The feedback from the final evaluation should be used by the student to develop future learning goals.

Structure of the Clinical Education Experience Performance Evaluation Form:

After the initial data sheet, the form is divided into two parts:

Part I consists of seven separate categories for evaluation. These are Professional Behavior and Attitude, Safety, Communication and Interpersonal Skills, Procedures, Critical Thinking Skills, Organizational Skills, and Teaching. There is a space provided to record both midterm and final ratings as well as additional space for comments on the overall performance in each category.

Part II consists of summary evaluations of overall performance at the midterm and then for the entire clinical education experience within each of the seven categories. The **Comment Summary** page is reserved for the documentation of strengths, areas requiring change, and specific improvements. **Both the clinical instructor and the student must sign this page each time.**

Bay State College Physical Therapist Assistant Rating Scale**

When rating a student's performance, the Clinical Instructor rates the student compared to the expectations for an entry level PTA and **not** on how well the student performs at the current level of preparedness. Clinical Instructors may expect to use the entire rating scale. A rating of 1 or 2 in certain areas is an acceptable score for a beginner Physical Therapist Assistant student. Please place an '**M**' for midterm evaluation and an '**F**' for final evaluation within each applicable objective when entering a grade.

The performance expectations Bay State College has for students are based upon completed academic course work and prior clinical education experiences. Objectives for each clinical education experience are outlined within each course syllabus, which are provided to the CCCE upon student placement.

Definitions: The following definitions are provided for consistency and clarity. Please use the rating scale below to indicate the student's level of competence for each of the stated objectives.

4. Consistently meets the stated objective. The student seeks **confirmation** from the clinical instructor.

Confirmation – Student confers with the clinical instructor prior to, or following an activity for the purpose of sharing information and/or validating decision making. The student is capable of functioning safely and independently. In practice settings where students inherently require more supervision due to the complexity of the patient population or the practice environment, a grade of a "4" may be given when the student demonstrates a 90-100% competence level as compared to that which would be expected of a new graduate PTA working in that setting.

3. Consistently meets the stated objective. The student needs **guidance** from the clinical instructor.

Guidance -- Student needs advice from the clinical instructor to expand or apply knowledge or skills. The presence of the clinical instructor in the immediate vicinity is not necessary. In practice settings where students inherently require more supervision due to the complexity of the patient population or the practice environment, a grade of a "3" may be given when the student demonstrates an 80-90% competence level as compared to that which would be expected of a new graduate PTA working in that setting.

2. Meets the stated objective with inconsistencies. The student requires **supervision** from the clinical instructor.

Supervision -- Student needs verbal cuing or physical assistance from the clinical instructor. The presence of the clinical instructor in the immediate vicinity is necessary.

1. Does not meet the stated objective. The student requires **constant supervision** from the clinical instructor.

Constant Supervision -- The student requires continuous verbal cuing or continuous physical assistance from the clinical instructor.

N/A -- Not Applicable -- Objective is not applicable to this clinical situation.

N/O -- Not Observed -- Objective was not observed to the extent that a rating is appropriate.

For example, if the student was only afforded the opportunity to practice a skill 1 or 2 times, it would not be appropriate to grade the skill.

*Asterisk items are competencies that are essential for satisfactory completion of the clinical education experience. These relate to safety and adherence to ethical, legal, and administrative procedures. Not consistently meeting the level of expectation in the essential competencies will be interpreted as clinical incompetence and may result in failure of the clinical education experience. Full documentation of such inconsistencies **must** be provided to the student, CCCE, and ACCE.

****adapted from the NEC-ACCE Grading Scale**

I. PROFESSIONAL BEHAVIOR AND ATTITUDE

		Constant Supervision	Supervision	Guidance	Confirmation	Not Observed or Not Applicable
1.1	The student demonstrates professional and ethical behavior.	1	2	3	4	N/O N/A
*1.1.1	Is punctual and dependable and adheres to scheduled assignments.					
*1.1.2	Wears appropriate attire/maintains appropriate hygiene.					
*1.1.3	Adheres to ethical and legal standards of practice.					
*1.1.4	Treats clients in a manner which reflects dignity, respect, and value for human life.					
*1.1.5	Maintains confidentiality and uses discretion when with, and in front of clients.					
1.1.6	Demonstrates initiative and accepts responsibility for learning.					
1.1.7	Demonstrates active listening which indicates the student is receptive to learning.					
1.1.8	Accepts criticism and responds in a manner which reflects an understanding of constructive criticism.					
1.1.9	Expresses an attitude reflective of cooperation and flexibility.					
1.1.10	Maintains a balance between personal and professional relationships with staff and clients.					

Comments: (Section 1.0)

MIDTERM

FINAL

II. SAFETY

		Constant Supervision	Supervision	Guidance	Confirmation	Not Observed or Not Applicable
2.1	The student demonstrates safe practice.	1	2	3	4	N/O N/A
*2.1.1	Adheres to health and safety regulations according to facility/OSHA standards.					
*2.1.2	Recognizes changes in the client's physiological and psychological status.					
*2.1.3	Responds appropriately to changes in the client's physiological and psychological status.					
*2.1.4	Develops safe client care programs.					
*2.1.5	Implements safe client care programs.					
*2.1.6	Uses appropriate body mechanics for self and client.					
*2.1.7	Requests appropriate assistance when necessary.					
*2.1.8	Recognizes and addresses indications, contraindications, and precautions to treatment.					
*2.1.9	Maintains working area in a manner conducive to efficiency and safety.					

Comments: (Section 2.0)

MIDTERM

FINAL

III. COMMUNICATION AND INTERPERSONAL SKILLS

		Constant Supervision	Supervision	Guidance	Confirmation	Not Observed or Not Applicable
3.1	The student demonstrates effective verbal communication skills.	1	2	3	4	N/O NA
3.1.1	Establishes effective communication with client/family.					
3.1.1.1	Offers appropriate introduction.					
3.1.1.2	Accurately teaches purpose of chosen treatment procedures.					
3.1.1.3	Provides appropriate and timely feedback.					
3.1.1.4	Prepares client/family for discharge/home programming.					
3.1.2	Establishes effective communication with clinical instructor(s).					
3.1.2.1	Demonstrates understanding of the supervisory role of the clinical instructor.					
3.1.2.2	Takes active role in establishing goals for this clinical experience.					
3.1.2.3	Asks relevant questions in a timely and appropriate manner.					
3.1.2.4	Gives appropriate and timely feedback to supervisor.					
3.1.2.5	Demonstrates awareness of own strengths and weaknesses and actively seeks to improve self.					
3.1.2.6	Communicates need for appropriate referrals to supervisor.					
3.1.3	Establish effective communication with other members of the health care team.					
3.1.3.1	Initiates regular communication when appropriate.					
3.1.3.2	Prepares and reports accurate and pertinent information.					
3.1.3.3	Recognizes the responsibilities of each member of the health care team, and participates as a team player.					
3.1.3.4	Participates in discharge plan and follow-up care.					
3.1.3.5	Participates in teaching other members of the health care team with methods appropriate for the audience.					

III. COMMUNICATION AND INTERPERSONAL SKILLS (cont)

		Constant Supervision	Supervision	Guidance	Confirmation	Not Observed or Not Applicable
3.2	The student demonstrates appropriate nonverbal communication skills.	1	2	3	4	N/O N/A
3.2.1	Recognizes the effects of his/her own nonverbal communication upon others.					
3.2.2	Adjusts own posture gesture and facial expressions to meet situational demands.					
3.2.3	Correctly interprets and responds to nonverbal behavior of others (clients, family, and team members).					
3.2.4	Uses alternative communications (signs, gestures) to reinforce verbal communication as indicated.					

		Constant Supervision	Supervision	Guidance	Confirmation	Not Observed or Not Applicable
3.3	The student demonstrates appropriate and effective documentation skills.	1	2	3	4	N/O N/A
*3.3.1	Maintains documentation format in accordance with policies of the facility (written, dictated, computerized, etc.).					
3.3.2	Writes in an organized, logical, and concise manner.					
3.3.3	Writes legibly using correct spelling and grammar.					
3.3.4	Uses appropriate medical/lay terminology and abbreviations as indicated.					
*3.3.5	Information contained in written material is pertinent, accurate, and timely.					

Comments: (Section 3.0)

MIDTERM

FINAL

IV. PROCEDURES

		Constant Supervision	Supervision	Guidance	Confirmation	Not Observed or Not Applicable
4.1	The student demonstrates accurate assessment skills.	1	2	3	4	N/O N/A
4.1.1	Performs data gathering procedures correctly.					
4.1.1.1	goniometry/end feel assessment/flexibility					
4.1.1.2	manual muscle testing/strength					
4.1.1.3	skin/vascular integrity/wound assessment					
4.1.1.4	postural assessment					
4.1.1.5	vital signs					
4.1.1.6	muscle tone assessment					
4.1.1.7	reflex assessment					
4.1.1.8	pain assessment					
4.1.1.9	balance/righting/equilibrium reactions					
4.1.1.10	endurance					
4.1.1.11	architectural/environmental modifications					
4.1.1.12	gait assessment					
4.1.1.13	ADL assessment					
4.1.1.14	respiratory/pulmonary assessment					
4.1.1.15	anthropometric assessment (leg length, girth volume)					

		Constant Supervision	Supervision	Guidance	Confirmation	Not Observed or Not Applicable
4.2.	Treatment Skills: The student effectively uses the following treatment interventions effectively.	1	2	3	4	N/O N/A
4.2.1	Physical agents					
4.2.1.1	ultrasound					
4.2.1.2	electrotherapy					
4.2.1.3	hot packs					
4.2.1.4	cold packs					
4.2.1.5	contrast bath					
4.2.1.6	biofeedback					
4.2.1.7	hydrotherapy					
4.2.1.8	traction (cervical and pelvic)					
4.2.1.9	intermittent compression					
4.2.1.10	soft tissue mobilization techniques					
4.2.1.11	paraffin					
4.2.1.12	TENS					
4.2.1.13	fluidotherapy					
4.2.1.14	ionto/phonophoresis					
4.2.1.15	shortwave diathermy					
4.2.1.16	other (please specify)					

		Constant Supervision	Supervision	Guidance	Confirmation	Not Observed or Not Applicable
		1	2	3	4	N/O N/A
4.2.2	Therapeutic techniques					
4.2.2.1	ROM exercises					
4.2.2.2	strengthening exercises					
4.2.2.3	exercise equipment					
4.2.2.4	stretching exercises					
4.2.2.5	developmental activities					
4.2.2.6	facilitation/inhibition techniques					
4.2.2.7	balance activities					
4.2.2.8	endurance activities					
4.2.2.9	coordination activities					
4.2.2.10	postural activities					
4.2.2.11	tone management					
4.2.2.12	other (please specify)					
4.2.3	Functional activities					
4.2.3.1	bed mobility					
4.2.3.2	transfers					
4.2.3.3	wheelchair mobility					
4.2.3.4	orthotics/prosthetic management					
4.2.3.5	ADL training					
4.2.3.6	gait training					
4.2.3.7	assistive/adaptive devices					
4.2.3.8	other (please specify)					

		Constant Supervision	Supervision	Guidance	Confirmation	Not Observed or Not Applicable
		1	2	3	4	N/O N/A
4.2.4	Cardiopulmonary care					
4.2.4.1	postural drainage					
4.2.4.2	breathing & coughing exercises					
4.2.4.3	percussion/ vibration					
4.2.4.4	other (please specify)					
4.2.5	Effectively implements PT POC for:					
4.2.5.1	burn/wound care					
4.2.5.2	pediatrics					
4.2.5.3	sports					
4.2.5.4	geriatrics					
4.2.5.5	aquatics					
4.2.5.6	equestrian					
4.2.5.7	bandaging & wrapping					
4.2.5.8	work hardening					
4.2.5.9	other (please specify)					

Comments: (Section 4.0)

MIDTERM

FINAL

V. CRITICAL THINKING SKILLS

		Constant Supervision	Supervision	Guidance	Confirmation	Not Observed or Not Applicable
5.1	The student demonstrates effective critical thinking skills.	1	2	3	4	N/O N/A
5.1.1	Recognizes and understands data pertinent to client care.					
5.1.2	Understands physical therapy problems as outlined by the plan of care.					
5.1.3	Prioritizes treatment objectives for clients with complex medical needs.					
5.1.4	Selects, utilizes, and applies appropriate information from medical resources pertinent to the client's treatment plan.					
5.1.5	Identifies the need for client re-evaluation by the physical therapist.					
5.1.6	Identifies rationale for treatment objectives and techniques.					
5.1.7	Identifies the need for outside referral and consults with the physical therapist.					
5.1.8	Identifies and utilizes alternative methods or procedures to acquire desired outcomes within the plan of care.					
5.1.9	Selects a logical treatment sequence to enhance comfort efficiency, and effectiveness.					
*5.1.10	Integrates information to adapt treatment techniques within the plan of care according to the client's individual response.					
5.1.11	Assists the physical therapist in addressing primary and secondary prevention needs of individuals and groups.					

Comments: (Section 5.0)

MIDTERM

FINAL

VI. ORGANIZATIONAL & ADMINISTRATIVE SKILLS

		Constant Supervision	Supervision	Guidance	Confirmation	Not Observed or Not Applicable
6.1	The student demonstrates organizational and administrative skills.	1	2	3	4	N/O N/A
6.1.1	Organizes time effectively and works within time limits.					
6.1.2	Uses free time productively.					
6.1.3	Coordinates simultaneous treatment of clients as appropriate.					
6.1.4	Complies with administrative procedures (i.e. scheduling, transportation, coordination with other appointments, etc.) required.					
6.1.5	Delegates appropriate responsibilities to supportive personnel as indicated.					
6.1.6	Performs additional/related duties as defined by the facility.					
6.1.7	Participates in fiscal management of the physical therapy clinical setting (i.e. billing).					
6.1.8	Participates in activities addressing quality of service delivery.					
6.1.9	Implements a self-directed plan for career development and lifelong learning.					

Comments: (Section 6.0)

MIDTERM

FINAL

VII. TEACHING

Topic: _____

Format: _____ Inservice
 _____ Case Presentation
 _____ Special Project
 _____ Quality Assurance

Please rate the student's performance using this scale:

0 = missing 1 = poor 2 = fair 3 = good 4 = excellent N/A = Not applicable

CRITERIA	RATING	COMMENTS
Appropriateness of topic		
Level of effort and preparation		
Quality of research conducted		
Source list provided*		
Organization/structure of presentation		
Clarity of verbal presentation		
Accuracy and/or analysis of information presented		
Student's understanding of subject matter		
Quality of visual aids, handouts or written report		
Response to questions from audience		
Overall rating		
Other _____		

Rating Points Total: _____

Please circle one to indicate project grade: **PASS** **FAIL** Scores < 32 equal failing grade

Was this an acceptable performance for this level affiliation? YES NO

*Must be provided in order to pass.

Please provide comments on areas of strength and suggestions for improvement. If student performance is not minimally passing, please notify ACCE, Eileen Small, at (617) 217-9437 or esmall@baystate.edu as soon as possible.

Note: The student must provide copies of presentation notes or outline, handouts, and source list to the ACCE at the end of the clinical for evaluation.

PERFORMANCE SUMMARY -- MIDTERM

Please circle the appropriate grade for each overall category.

I.	Professional Behavior and Attitude	Satisfactory	Unsatisfactory
II.	Safety	Satisfactory	Unsatisfactory
III	Communication and Interpersonal Skills	Satisfactory	Unsatisfactory
IV.	Procedures	Satisfactory	Unsatisfactory
V.	Organizational Skills	Satisfactory	Unsatisfactory
VI.	Critical Thinking Skills	Satisfactory	Unsatisfactory
VII	Teaching	Satisfactory	Unsatisfactory
	MID TERM GRADE	Satisfactory	Unsatisfactory

PERFORMANCE SUMMARY -- FINAL

Please circle the appropriate grade for each overall category.

I.	Professional Behavior and Attitude	Satisfactory	Unsatisfactory
II.	Safety	Satisfactory	Unsatisfactory
III	Communication and Interpersonal Skills	Satisfactory	Unsatisfactory
IV.	Procedures	Satisfactory	Unsatisfactory
V.	Organizational Skills	Satisfactory	Unsatisfactory
VI.	Critical Thinking Skills	Satisfactory	Unsatisfactory
VII	Teaching	Satisfactory	Unsatisfactory
	FINAL GRADE	Satisfactory	Unsatisfactory

COMMENT SUMMARY

Please summarize the information that will assist the student to reach his/her potential as a Physical Therapist Assistant.

MIDTERM

FINAL

Strengths:	Strengths:
Areas requiring improvement:	Areas requiring improvement:
Areas improved during this period:	Areas improved during this period:
Date of Discussion: _____ Student's Signature: _____ CI's Signature: _____	Date of Discussion: _____ Student's Signature: _____ CI's Signature _____