

User's Guide for the Performance Assessment System.

When using the PAS, the key considerations are how much monitoring and/or correction a student needs to perform a task to the level expected of a recently graduated, competent, newly licensed clinician.

You should refer to the descriptions of the different Levels (1 through 5+) to generally gauge where the student falls on the scale. Then using either the slide bar, or by entering a number in the box at the left of the scale, decide on the specific percentage of monitoring and/or correction needed for that particular category.

Level Descriptors:

Level 1 (Novice) = Student usually needs constant monitoring and/or correction, in general between 100 – 75 % of the time with substantial amounts of modeling/demonstration provided.

Level 2 (Developing) = Student needs frequent monitoring and/or correction, in general between 75 – 50% of the time with moderate amounts of modeling/demonstration provided.

Level 3 (Intermediate) = Student needs intermittent monitoring and/or correction, in general between 50 – 25% of the time with occasional modeling/demonstration provided.

Level 4 (Advanced) = Student needs occasional monitoring and/or correction, in general between 25 – 5% of the time, infrequently needs modeling/demonstration. Student frequently practices at a competent level.

Level 5 (Entry-level Competent) = Student rarely if ever needs correction and monitoring (Between 5 – 0%). Mentoring and/or demonstration is typically associated with the unusual, complex patient and/or situation; student appropriately consults for guidance. Performance is competent overall and is consistent with entry-level practice expectations of your facility. Student would be appropriate to practice as a new clinician colleague.

Level 5+ (Mature) = Student is competent and consistently performs beyond entry-level practice expectations. Student is capable of advising and providing consultation to others for some patients and situations. Student would be an asset as a colleague.

The level of student **monitoring** should be based on the professional judgment of the licensed physical therapist(s) supervising the student with consideration of the readiness of the student to perform the tasks assigned and with a consideration of the risks and benefits to all those involved. This should be based on student factors, including:

- Preparedness of student to handle the relative challenge of the task
- Safety concerns for patient and others
- Confidence of the student
- Student's previous experience with the task, patient population and/or setting
- Year of student (1st, 2nd, or 3rd)
- Whether early, middle or final clinical experience for the student

External factors, such as supervision requirements dictated by state and federal laws, and organizational policies, willingness and comfort level of a patient (or parent/guardian), should not be a factor for rating a student on the **PAS** with regards to amount of monitoring provided.

Correction implies that the student is not on the right track and a change is needed in the student's thinking and/or actions so as to rectify an error; or feedback is needed to improve effectiveness and/or efficiency to the level expected of a newly graduated, competent clinician. The CI needs to provide corrective feedback on technique, reasoning, strategy, etc. to improve outcome relative to quality and/or efficiency expected of a competent, entry-level clinician.

When assessing the % monitoring and correction a student needs, **a CI should not factor in when** the CI provides some guidance towards a more effective and/or efficient way to accomplish a task that is beyond entry-level expectations; or, when the feedback provided does not significantly impact effectiveness or efficiency but just provides an alternative way to accomplish a task.

Comment sections are available for each competency category at midterm and final. These are not required fields, but are there for the CI and/or student to provide clarifying remarks regarding the reason for and the type of monitoring and/or correction. Comment sections also exist at the end of the PAS to provide summative remarks at midterm and final. These are required fields. Comments should include the student's strengths and aspects of performance needing improvements. Midterm comments should include priority goals for the second half of the experience.