



World Confederation
for Physical Therapy

WCPT guideline for the clinical education component of physical therapist professional entry level education

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The World Confederation for Physical Therapy (WCPT) represents the physical therapy profession worldwide. WCPT is registered in the UK as a charity.

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Contents

Section 1: Introduction	2
1.1 Purpose.....	2
1.2 Background.....	2
1.3 Target audience.....	3
1.4 Application	3
Section 2: Guideline	4
2.1 Contract content between higher/tertiary institution and clinical site/facility.....	4
2.2 Expectations of the clinical education director/coordinator	5
2.3 Expectations of the clinical education site instructors	6
2.4 Expectations of the student	7
Appendix 1 Sample learning behaviours	8
Appendix 2 Performance expectations	15
Appendix 3 Sample rating scales	21
Bibliography/useful resources.....	26
References	27

WCPT guidelines are produced to assist member organisations and others to raise the quality of physical therapy. They may provide guidance on standards criteria or courses of action in areas relevant to physical therapy education research practice or policy. They are not mandatory but designed to assist the implementation of WCPT's policies.

WCPT guideline for the clinical education component of physical therapist professional entry level education

Section 1: Introduction

1.1 Purpose

This guideline has been developed for the use of WCPT member organisations focussed on the delivery of high quality clinical education experiences in physical therapist professional entry level education.

While the guideline has been developed for and with input from member organisations of WCPT the intention is that it may be used by countries where physical therapy associations and education programmes do not currently exist and where the profession is not represented in WCPT.

Recognising that the clinical education component of the physical therapist professional entry level education programme varies around the world, this guideline sets out the issues to be considered in developing clinical education opportunities for student physical therapists.

It is anticipated that different countries will use the guideline to varying extents dependent on their needs. Individual WCPT member organisations and programme developers may modify and interpret the guideline within the context of their situation, while aiming to maintain the quality clinical education opportunities the guideline is designed to facilitate.

Other policies and guidelines intended to assist in the delivery of education policy include:

- WCPT policy statement: Education¹
- WCPT guideline for physical therapist professional entry level education²
- WCPT guideline for delivering quality continuing professional development for physical therapists³
- WCPT guideline for a standard evaluation process for accreditation/recognition of physical therapist professional entry level education programmes⁴

1.2 Background

All physical therapists have a professional obligation to support quality clinical education for physical therapist students. Physical therapist professional entry level education is a continuum of learning beginning with entry to an accredited/recognised physical therapist professional entry level education programme and ending with graduation from the programme. Clinical education is recognised as an essential element of the physical therapist professional entry level education programme.

Clinical education is the delivery, assessment and evaluation of learning experiences in practice settings. Clinical education sites may include institutional, industrial, occupational, primary health care, and community settings providing all aspects of the patient/client management model (examination/assessment, evaluation, interventions/treatments including education, prevention, health promotion and wellness programmes, diagnosis and prognosis/plan of care).

Clinical education provides opportunities for physical therapist students to:

- integrate knowledge, skills and professional behaviours and apply them in a clinical setting
- learn through practise, experience and reflection
- enhance their clinical skills in assessment/examination/evaluation, diagnosis, planning, treatment/intervention and re-evaluation
- understand and integrate the bio-psychosocial and environmental bases of practice
- enhance their skills in communication at all levels
- demonstrate appropriate professional behaviour
- experience professional and inter-professional socialisation
- develop behaviours and interpersonal skills that are requisites of the profession
- become a competent and autonomously practising entry level practitioner
- develop a sense of responsibility for lifelong learning

1.3 Target audience

This WCPT guideline is intended for:

- member organisations and their members, who are interacting with governments and educational institutions when establishing a physical therapist professional entry level education programme
- the development of teaching/learning requirements/objectives for the clinical education component of the physical therapist professional entry level education programme to assure that competence for professional practice is met
- the physical therapy faculty responsible for recruitment of clinical education faculty for physical therapist professional entry level education programmes
- the existing faculty to understand the professional expectations for clinical education

1.4 Application

The clinical education director/coordinator is a physical therapist and is a member of the core faculty of the physical therapy programme. The clinical education director/coordinator is responsible for the clinical education component of the physical therapist professional entry level education programme. The clinical education site instructors are physical therapists practising in clinical placement sites. Clinical education directors/coordinators and clinical education site instructors facilitate and mentor the students to enable them to achieve a practice level commensurate with their academic training.

In developing the range of clinical education experiences for the physical therapist student, the clinical education director/coordinator and clinical education site instructors involved in the physical therapist professional entry level education programme should be:

- licensed/registered physical therapists if such a process exists in the country/state or if no licensure/registration exists, then clinical faculty must be a member of the professional organisation
- aware of the processes involved in licensure/registration and the competencies expected of the entry level physical therapist

- aware of the health delivery system(s), the health priorities of the country's population, and the demographics of the country influencing health services delivery
- have knowledge of the distribution of the physical therapy workforce and where physical therapists practise
- know the legal, ethical and practice guidelines established by the profession and the country, state, province, jurisdiction, or territory where they practise

Following satisfactory completion of the programme, the new graduate should be able to practise physical therapy competently as an entry level practitioner as specified in the WCPT guideline for physical therapist professional entry level education.⁶

Section 2: Guideline

The clinical education component of physical therapist entry level education should take into account the following:

- contract content between higher/tertiary institution and clinical site/facility
- expectations of the clinical education director/coordinator
- expectations of the clinical education site instructors
- expectations of the student

2.1 Contract content between higher/tertiary institution and clinical site/facility

A formal contract of agreement/understanding should be established between the higher/tertiary institution in which the physical therapist professional entry level education programme is housed and the clinical site. The agreement should include the:

- relationship at the organisational level between the physical therapist professional entry level education programme and the clinical site
- relationship between academic faculty, director/coordinator of clinical education, clinical education faculty and students
- requirements for communication (eg types, frequency, purposes)
- requirements for clinical education site instructors (eg economic, CPD, case load)
- requirements for any student health assessment and immunisations, insurance, malpractice coverage and criminal background checks, where required , or other clinical site-based requirements
- contract timeframe and specific requirements of the site related to policies, procedures, hours, facilities provided, student expectations, dress, etc
- determination of the minimum performance expectations for successful completion of each clinical experience
- responsibilities for evaluation of student performance and grading
- handling of disciplinary, health, or performance matters relating to the student that are the responsibility of the higher/tertiary institution and the physical therapist professional entry level education programme

2.2 Expectations of the clinical education director/coordinator

The responsibilities of the clinical education director/coordinator include:

- obtaining appropriate clinical sites for all students to assure a wide-variety of quality clinical placements reflective of physical therapist practice
- assuring that the clinical education contract is in place
- assuring that the clinical practice experiences encompass management of patients/clients with an array of conditions (eg musculoskeletal, neuromuscular, cardiovascular/pulmonary, and integumentary) across the lifespan and the continuum of care
- assuring that the clinical practice experiences encompass opportunities for involvement in interdisciplinary practice
- establishing the specific performance expectations (see appendix 1 for sample) and the learning behaviours (see appendix 2 for sample) for the students for each clinical education experience
- communicating to the students the minimum performance expectations for successful completion of each clinical experience
- providing the clinical site instructors with the grading system to be used for evaluation of student performance during the clinical experience (eg see appendix 3 for sample rating scales)
- establishing the organisational relationship between the academic programme and the clinical facility
- providing the student with information about the clinical site in preparation for attending the clinical placement
- arranging for reasonable accommodations for students with documented disabilities
- establishing and maintaining all lines of communication (ie types, frequency, purposes, etc) throughout the time of the clinical placement
- providing course objectives and specific learning outcomes achieved by the student at time of placement to the clinical education faculty
- maintaining a relationship between the academic faculty, the clinical education site instructors, and the students
- providing guidelines of the competencies that the physical therapist student is expected to meet during the clinical placement
- providing time lines and hours required to be met by the student during the clinical placement
- establishing standardised student clinical performance expectations that are delineated in the physical therapist professional entry level education programme
- developing a reliable, valid assessment process for evaluation of student performance in the clinical site
- assuring that the clinical experiences build increasingly upon the knowledge, skills and professional behaviours of a competent entry level practitioner

- providing constructive feedback to students regarding their performance in the clinical site
- communicating the assessment processes required during and at the end of the clinical education experience
- ensuring that the student practice load in the clinical setting is reasonable and appropriate for the student's level of education

2.3 Expectations of the clinical education site instructors

The responsibilities of the clinical education site instructors include:

- having in place a philosophy of patient/client management and clinical education that is compatible with the physical therapist professional entry level education programme
- providing services in an ethical and legal manner
- providing actions as required by law, including equal opportunity and reasonable accommodations when applicable
- providing administrative support of clinical education
- providing adequate numbers of qualified physical therapy personnel to provide an educational program for students
- having clearly defined roles and responsibilities of the physical therapy personnel within the clinical site
- orienting the student to the clinical site and to the clinical education programme
- knowing the extent of the academic and clinical education that the student has had prior to the clinical placement
- understanding the specific learning objectives for the student during the clinical placement
- assuring that the student's level of supervision (eg from continuous supervision to allowing the student to perform independently with consultation) and responsibility (eg performing tasks of increasing complexity) are appropriate for their educational level
- complying with the performance assessment/evaluation requirements established by the physical therapist professional entry level education programme
- evaluating student performance based mostly on direct observations of the student in the clinical site; feedback from team members and patients may contribute to the evaluation
- planning student learning experiences during the placement
- assuring consent has been obtained from patient/clients for student management
- assuring open lines of communication
- serving as a role model for students
- providing mentoring and supervision throughout the clinical experience; with or without direct observation
- providing appropriate feedback to the student throughout the clinical placement

- assuring adherence of the student to ethical and legal aspects of practice
- demonstrating cultural competence
- demonstrating ongoing professional development as an inherent part of the role of the clinical education site instructors
- assuring the best practice opportunities for the student
- extending knowledge and skill in providing student clinical education experiences (including programme planning, implementation, and evaluation) through continuing education

2.4 Expectations of the student

The responsibilities of the student include:

- contacting the clinical site to:
 - introduce self to the clinical education site instructors
 - confirm date of arrival
 - assure all needed paper work is in place
 - verify working hours
 - ascertain any dress code
 - determine any special medical requirements
- meeting the competencies established by the physical therapist professional entry level education programme for the clinical experience (see section 5, physical therapist practice expectations in WCPT guideline for physical therapist professional entry level education ²)
- exhibiting professional behaviours (see section 5.3 physical therapist practice expectations in policy WCPT guideline for physical therapist professional entry level education ²)
- complying with all policies and procedures set down by the clinical practice site and the physical therapist professional entry level education programme
- practising in the clinical site in accordance with supervision requirements
- respecting the confidentiality of privileged patient/client information in the clinical site
- providing formative feedback throughout the clinical experience and formative and summative feedback at the end of the clinical placement
- adhering to all professional, safety and clinical responsibilities established by the physical therapist professional entry level education programme and the clinical placement site
- participating in the assessment requirements of the physical therapist professional entry level education programme for the practice site

Appendix 1 Sample learning behaviours

US physical therapist clinical performance instrument (PT CPI) ⁵	Australasian student performance instrument ⁶ Assessment of physiotherapy practice (APP)	Irish student performance instrument ⁷
<p>Information</p> <p>For each of the performance outcomes provided by category, sample learning behaviours are provided. Only two of the sample behaviours are provided for the performance category, whereas the assessment tool provides additional sample behaviours under each of the performance items</p>	<p>Information</p> <p>Behavioural examples of desirable performance are provided for each of the 20 items. Only two or three of the sample behaviours are provided for each of the items, whereas the assessment tool provides additional sample behaviours under each of the 20 items</p>	<p>Information</p> <p>Each learning outcome (or performance expectation) has learning behaviours. As the student progresses (Levels 1-3) the learning behaviours change (the learning outcomes do not). Samples for learning behaviours are shown below for only Level 1</p>
<p>Safety</p> <ol style="list-style-type: none"> 1. Establishes and maintains safe working environment. 2. Recognizes physiological and psychological changes in patients and adjusts patient interventions accordingly. 	<p>Risk management</p> <ol style="list-style-type: none"> 1. Monitors patient/client safety during assessment and treatment. 2. Describes \contraindications and precautions associated with assessment and treatment. 3. Complies with organisational workplace health and safety 	<p>Safety</p> <ol style="list-style-type: none"> 1. Identifies and clears hazards in environment prior to and during assessment. 2. Maintains appropriately close proximity to patients during assessment. 3. Monitors patient response to assessment and modifies/discontinues assessment where patient safety is at risk. 4. Informs oneself on the documented site policy on safe manual handling to be employed when executing assessment. 5. Under supervision appropriately applies reflective handling of patients.
<p>Professional behaviour</p> <ol style="list-style-type: none"> 1. Demonstrates initiative (eg arrives well prepared, offers assistance, seeks learning opportunities). 2. Is punctual and dependable. 	<p>Professional behaviour</p> <ol style="list-style-type: none"> 1. Demonstrates an understanding of team processes. 2. Respects patients'/clients' privacy and dignity. 3. Responds in a positive manner to feedback 4. Practices sensitively within the cultural context 	<p>Professional behaviour</p> <ol style="list-style-type: none"> 1. Dresses professionally according to local policy. 2. Is punctual for clinical duties and appointments. 3. Completes delegated tasks fully and properly. 4. With guidance uses initiative in dealing with difficult situations

US physical therapist clinical performance instrument (PT CPI)⁵	Australasian student performance instrument⁶ Assessment of physiotherapy practice (APP)	Irish student performance instrument⁷
<p>Accountability</p> <ol style="list-style-type: none"> 1. Places patient's needs above self interests 2. Identifies, acknowledges, and accepts responsibility for actions and reports errors 	<ol style="list-style-type: none"> 1. Acts within bounds of personal competence, recognising personal and professional strengths and limitations 2. Demonstrates self-evaluation, reflects on performance and implements appropriate changes based on reflection 	
<p>Communication</p> <ol style="list-style-type: none"> 1. Communicates, verbally and nonverbally, in a professional and timely manner 2. Initiates communication in difficult situations 	<p>Communication</p> <ol style="list-style-type: none"> 1. Questions effectively to gain appropriate information 2. Listens carefully and is sensitive to patient/client and carer views 3. Writes legibly 4. Completes relevant documentation to the required standard 5. Uses a range of communication strategies to optimise patient/client rapport 6. Demonstrates an appropriate range of communication styles (patients/clients, administrative personnel, health professionals and support staff) 	<p>Communication</p> <ol style="list-style-type: none"> 1. Demonstrates an appropriate level of confidence in approaching patients and establishes a rapport with patients 2. Is aware of and demonstrates appropriate verbal and non-verbal skills and listening skills in interactions with patients 3. Explains the basic aspects of management and care to patient 4. Respects the rights, dignity and individuality of the patient 5. Demonstrates an appropriate level of confidence in approaching patients and establishes a rapport with family/ carer 6. Is aware of and demonstrates appropriate verbal and non-verbal skills and listening skills in interactions with family/ carer 7. Explains the basic aspects of management and care to family/ carer 8. Respects the rights, dignity and individuality of the family/ carer 9. Demonstrates regular and timely communication with clinical educator and physiotherapy colleagues 10. Participates in and/ or initiates appropriate

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		<p>dialogue with clinical educator and physiotherapy colleagues</p> <p>11. With guidance seeks and feeds back clinical information about patients and treatment information from ward staff</p> <p>12. Uses professional terminology in discussion with colleagues/ health professionals</p> <p>13. Gives talks/ case presentations to colleagues and other professionals</p> <p>14. Speaks audibly and clearly</p> <p>15. Shows evidence of preparation for presentations</p>
<p>Cultural competence</p> <p>1. Incorporates an understanding of the implications of individual and cultural differences and adapts behaviour accordingly in all aspects of physical therapy services</p> <p>2. Communicates with sensitivity by considering differences in race/ethnicity, religion, gender, age, national origin, sexual orientation, and disability or health status</p>	<p>Cultural competence</p> <p>1. Practises sensitively in the cultural context</p> <p>2. Respects cultural and personal differences of others</p> <p>3. Conducts communication in a manner and environment that demonstrates consideration of confidentiality, privacy and cultural sensitivities</p>	
<p>Professional development</p> <p>Identifies strengths and limitations in clinical performance</p> <p>Seeks guidance as necessary to address limitations</p>	<p>Demonstrates commitment to learning</p> <p>1. Participates in quality assessment procedures (as appropriate)</p> <p>2. Takes responsibility for learning and seeks opportunities to meet learning needs</p>	<p>Reflective practice</p> <p>1. Modifies practice according to feedback</p> <p>2. Demonstrates an appropriate professional response to feedback</p>

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<p>Clinical reasoning</p> <ol style="list-style-type: none"> 1. Presents a logical rationale (cogent and concise arguments) for clinical decisions 2. Makes clinical decisions within the context of ethical practice 	<p>Evidence based practice</p> <ol style="list-style-type: none"> 1. Considers the research evidence, patient/client preferences, clinical expertise and available resources in patient/client management 2. Assists patients/clients and carers to identify reliable and accurate health information 	<p>With guidance</p> <ol style="list-style-type: none"> 1. Able to explain the rationale for choice of treatment to supervisor /patient 2. Demonstrates evidence of links between theory and practice 3. Demonstrates an understanding of evidence based practice
<p>Screening</p> <ol style="list-style-type: none"> 1. Utilises test and measures sensitive to indications for physical therapy intervention 2. Advises practitioner about indications for intervention 		
<p>Examination</p> <ol style="list-style-type: none"> 1. Obtains a history from patients and other sources as part of the examination 2. Utilizes information from history and other data (e.g., laboratory, diagnostic tests and pharmacological information) to formulate initial hypothesis and prioritize selection of test and measures 	<p>Assessment</p> <ol style="list-style-type: none"> 1. Structures a systematic, purposeful interview 2. Selects all appropriate variable/s to be measured at baseline from WHO ICF domains 3. Demonstrates sensitive and appropriate handling during the physical assessment process 	<p>With guidance</p> <ol style="list-style-type: none"> 1. With guidance executes a logical and systematic interview in order to identify the patient's main problem/s 2. Avoids closed questioning 3. With guidance generates useful information which is used to inform the subsequent objective examination
<p>Evaluation</p> <ol style="list-style-type: none"> 1. Synthesises examination data and identifies pertinent impairments, functional limitations and quality of life. [WHO – ICF Model] 2. Makes clinical judgments based on data from examination (history, system review, tests and measurements) 	<p>Selects and measures relevant health indicators and outcomes</p> <ol style="list-style-type: none"> 1. Selects all appropriate variable/s to be measured at baseline from WHO ICF domains 2. Links outcome variables to treatment goals 	<p>With guidance</p> <ol style="list-style-type: none"> 1. Explains purpose and format of objective assessment. 2. Selects and performs appropriate assessment techniques 3. Selects and applies appropriate outcome measures 4. Maintains a safe environment

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<p>Diagnosis and prognosis</p> <ol style="list-style-type: none"> 1. Establishes a diagnosis for physical therapy intervention and list for differential diagnosis 2. Determines a diagnosis that is congruent with pathology, impairment, functional limitation, and disability 	<p>Analysis and planning</p> <ol style="list-style-type: none"> 1. Describes the presentation and expected course of common clinical conditions 2. Makes justifiable decisions regarding diagnoses based on knowledge and clinical reasoning 3. Collaborates with patient/client to prioritise problems 4. Negotiates realistic short and long term treatment goals in partnership with the patient/client 	<p>With guidance</p> <ol style="list-style-type: none"> 1. Identifies salient points from assessment 2. Relates clinical signs and symptoms to underlying pathology 3. Recognises typical patterns of clinical presentation 4. Can suggest factors which limit patient's ability to continue or comply with assessment tasks 5. Formulates an appropriate problem list based on assessment findings
<p>Plan of care</p> <ol style="list-style-type: none"> 1. Establishes goals and desired functional outcomes that specify expected time durations 2. Establishes a physical therapy plan of care in collaboration with the patient, family, caregiver, and others involved in the delivery of health care services 	<p>Plan of care</p> <ol style="list-style-type: none"> 1. Sets realistic short and long term goals 2. Negotiates realistic short and long term treatment goals in partnership with patient/client 	<p>With guidance</p> <ol style="list-style-type: none"> 1. Uses assessment findings to plan treatment 2. Suggests/Selects appropriate treatments 3. Sets appropriate priorities in planning treatment 4. Uses assessment findings to set appropriate short term and long term goals of treatment
<p>Procedural interventions</p> <ol style="list-style-type: none"> 1. Performs interventions safely, effectively, efficiently, fluidly, and in a coordinated and technically competent manner 2. Performs interventions consistent with the plan of care 	<p>Intervention</p> <ol style="list-style-type: none"> 1. Demonstrates appropriate patient/client handling skills in performance of interventions 2. Refers patient/client on to other professionals when physiotherapy intervention is not appropriate or requires a multi-disciplinary approach 	<p>Intervention</p> <ol style="list-style-type: none"> 1. Demonstrates selected basic treatment techniques accurately 2. Carries out clinical/treatment instructions appropriately
<p>Educational Interventions</p> <ol style="list-style-type: none"> 1. Identifies and establishes priorities for educational needs in collaboration with the learner 2. Identifies patient learning style (eg demonstration, verbal, written) 	<p>Is an effective educator/health promoter</p> <ol style="list-style-type: none"> 1. Demonstrates skill in patient/client education eg., modifies approach to suit patient /client age group 2. Demonstrates skills in conduction of group sessions 	<p>With guidance</p> <ol style="list-style-type: none"> 1. Teaches aspects of management and care to patients in an effective manner 2. Writes down instructions e.g. HEPs for patients 3. Checks to see that the patient has understood 4. Teaches patients the safe

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		use of selected aids and equipment e.g. wheelchairs and walking aids
<p>Documentation</p> <ol style="list-style-type: none"> 1. Selects relevant information to document the delivery of physical therapy care 2. Documents all aspects of physical therapy care, including screening, examination, evaluation, and plan of care, intervention, response to intervention, discharge planning, family conferences, and communication with others involved in the delivery of care 	<p>Communication – written</p> <ol style="list-style-type: none"> 1. Demonstrates clear and accurate documentation 2. Completes relevant documentation to the required standard (e.g. patient/client records, statistical information) 	<p>With guidance</p> <ol style="list-style-type: none"> 1. Follows a systematic approach to writing the database 2. Includes all components of a database relevant to the patient Includes all relevant subjective findings 3. Includes all relevant objective findings 4. Records information in a logical manner 5. Includes all components of the POMR format in all notes 6. Places information received under correct headings 7. Understands sequence of format 8. Documents appropriate short and long term goals 9. Writes concise and legible records 10. Uses appropriate terminology/abbreviation 11. Adheres to all national legal requirements 12. Completes and signs all documentation as per local guidelines 13. Follows all local guidelines relating to storage of documentation
<p>Outcomes assessment</p> <ol style="list-style-type: none"> 1. Applies, interprets, and reports results of standardized assessments throughout a patient's episode of care 2. Assesses and responds to patient and family satisfaction with delivery of 	<p>Monitors effect of intervention</p> <ol style="list-style-type: none"> 1. Incorporates relevant evaluation procedures/outcome measures within the physiotherapy plan 2. Makes modifications to the interventions based on evaluation 	<p>With guidance</p> <ol style="list-style-type: none"> 1. Measures clinical outcome for own patients using defined subjective and objective markers 2. Appropriately assesses patient response to treatment techniques within a treatment session

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physical therapy car		3. with guidance 4. Adapts treatment techniques according to patients response 5. with guidance 6. Documents treatment summaries / discharge reports 7. Aware of onward referral requirements
Financial resources 1. Schedules patients, equipment, and space 2. Coordinates physical therapy with other services to facilitate efficient and effective patient car		
Direction and supervision of personnel 1. Determines those physical therapy services that can be directed to other support personnel according to jurisdictional law, practice guidelines, policies, codes of ethics, and facility policies 2. Applies time-management principles to supervision and patient care		

Appendix 2 Performance expectations

US physical therapist clinical performance instrument (PT CPI) ⁵	Australasian student performance instrument ⁶ Assessment of physiotherapy practice (APP)	Irish student performance instrument ⁷
<p>Information</p> <p>There are 18 performance expectations that are placed in two primary sections with a performance outcome defined for each item.</p> <p>Professional practice:</p> <ol style="list-style-type: none"> 1. safety 2. professional behaviour 3. accountability 4. communication 5. cultural Competence 6. professional development <p>Patient management:</p> <ol style="list-style-type: none"> 1. clinical reasoning 8. screening 9. examination 10. evaluation 11. diagnosis* and prognosis 12. plan of care 13. procedural interventions 14. educational interventions 15. documentation 16. outcomes assessment 17. financial resources 18. direction and supervision of personnel 	<p>Information</p> <p>The APP is a criterion based approach to the assessment of performance in the clinical setting. In the APP the criteria/performance expectations are the 20 items. These 20 items are grouped under seven aspects of practice for the performance expectations used in Australia.</p> <p>These aspects include:</p> <ol style="list-style-type: none"> 1. professional behaviour 2. communication 3. assessment 4. analysis and planning 5. intervention 6. evidence based practice 7. risk management <p>The performance expectations have been placed in the table to be similar to those under the US instrument; however these are not in the order provided in the Australian Student Performance Instrument</p>	<p>Information</p> <p>The term applied to the Irish instrument for performance expectations is “Learning Outcomes”. There are five sections in each form. These sections and their learning outcomes are shown below. The Learning Outcomes have been placed in the table to be similar to those under the US PT CPI however; these are not in the order provided in the Irish Student Performance Instrument. Note that each section starts with the header. <i>“By the end of this placement the student will;</i></p> <p>Learning Outcomes are placed in five sections:</p> <ol style="list-style-type: none"> 1. patient assessment (10 learning outcomes) 2. patient treatment/management (10 learning outcomes) 3. professionalism (10 learning outcomes) 4. documentation (5 learning outcomes) 5. communication (5 learning outcomes)
<p>Safety</p> <p>Practices in a safe manner that minimizes the risk to patient, self, and others.</p>	<p>Risk Management</p> <p>Identifies adverse events/near misses and minimises risk associated with assessment and interventions</p>	
<p>Professional Behaviour</p> <p>Demonstrates professional behaviour in all situations.</p>	<p>Professional Behaviour</p> <ol style="list-style-type: none"> 1. Demonstrates an understanding of patient/client rights and consent 2. Demonstrates commitment to learning 3. Demonstrates ethical, legal & culturally sensitive practice 4. Demonstrates teamwork 	<p>Professionalism</p> <ol style="list-style-type: none"> 1. Demonstrate adequate preparation for placement 2. Identify their own learning needs 3. Set learning outcomes for the placement 4. Demonstrate initiative and willingness to learn 5. Act on and accept guidance and/or feedback

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		<ol style="list-style-type: none"> 6. Demonstrate an awareness of their own limitations and seek help where necessary 7. Maintain patient confidentiality 8. Prioritise and manage their caseload according to the needs of the department 9. Recognise the role of the physiotherapist in the multidisciplinary team 10. Demonstrate appropriate professional behaviors and attitude.
<p>Accountability Practices in a manner consistent with established legal and professional standards and ethical guidelines.</p>	<p>Demonstrates ethical, legal and culturally sensitive practice Acts ethically and applies ethical reasoning all health care activities</p>	<p>Documentation</p> <ol style="list-style-type: none"> 1. Document a comprehensive and appropriate database 2. Accurately record the assessment findings showing evidence of clinical reasoning 3. Demonstrate evidence of clinical reasoning in documentation 4. Record clear, concise, legible notes that have appropriate use of abbreviations 5. Adhere to legal requirements and local guidelines regarding documentation/signature
<p>Communication Communicates in ways that are congruent with situational needs.</p>	<p>Communication Communicates effectively and appropriately - verbal/non-verbal Demonstrates clear and accurate documentation</p>	<p>Communication</p> <ol style="list-style-type: none"> 1. Communicate effectively with the patient 2. Communicate effectively with the family/carer 3. Communicate effectively with physiotherapy colleagues 4. Communicate effectively with MDT (e.g. ward staff, health professionals, administration staff, personnel, porters) 5. Demonstrate appropriate presentation skills

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<p>Cultural competence Adapts delivery of physical therapy services with consideration for patients' differences, values, preferences, and needs</p>	<p>Demonstrates ethical, legal and culturally sensitive practice Practises sensitively in the cultural context</p>	
<p>Professional development Participates in self-assessment to improve clinical and professional performance.</p>	<p>Demonstrates commitment to learning Takes responsibility for learning and seeks opportunities to meet learning needs</p>	
<p>Clinical Reasoning Applies current knowledge, theory, clinical judgment, and the patient's values and perspective in patient management.</p>	<p>Evidence based practice Applies evidence based practice in patient care.</p>	
<p>Examination Performs a physical therapy patient examination using evidenced-based tests and measures.</p>	<p>Assessment</p> <ol style="list-style-type: none"> 1. Conducts an appropriate patient/client interview 2. Selects and measures relevant health indicators and outcomes 3. Performs appropriate physical assessment procedures 	<p>Patient assessment</p> <ol style="list-style-type: none"> 1. Demonstrate appropriate background knowledge 2. Retrieve relevant information from available sources 3. Perform a subjective examination 4. Perform an objective examination 5. Demonstrate appropriate handling skills 6. Ensure patient comfort and dignity during assessment 7. Interpret and evaluate assessment finding 8. Plan a treatment programme 9. Set realistic goals 10. Perform assessment safely
<p>Evaluation Evaluates data from the patient examination (history, systems review, and tests and measures) to make clinical judgments.</p>	<p>Monitors the effects of intervention</p> <ol style="list-style-type: none"> 1. Incorporates relevant evaluation procedures/outcome measures within the physiotherapy plan 2. Makes modifications to the interventions based on evaluation 	<p>Treatment/management</p> <ol style="list-style-type: none"> 1. Justify the treatment programme using evidence based practice 2. Implement a treatment programme accurately 3. Carry out treatment tasks within a reasonable time period

US physical therapist clinical performance instrument (PT CPI) ⁵	Australasian student performance instrument ⁶ Assessment of physiotherapy practice (APP)	Irish student performance instrument ⁷
		<ol style="list-style-type: none"> 4. Educate patient appropriately 5. Evaluate the effects of treatment 6. Modify treatment 7. Manage the end of the patient care episode 8. Demonstrate appropriate manual handling skills for self and patient during treatment 9. Implement safe practice during treatment 10. Demonstrate an appreciation of a holistic approach to patient treatment and management
<p>Diagnosis and prognosis Determines a diagnosis and prognosis that guides future patient management.</p>	<p>Analysis and planning</p> <ol style="list-style-type: none"> 1. Appropriately interprets assessment findings 2. Identifies and prioritises patient's/client's problems 3. Sets realistic short and long term goals with the patient/client 4. Selects appropriate intervention in collaboration with patient/client 	<p>Treatment/management</p> <ol style="list-style-type: none"> 1. Justify the treatment programme using evidence based practice 2. Implement a treatment programme accurately 3. Carry out treatment tasks within a reasonable time period 4. Educate patient appropriately 5. Evaluate the effects of treatment 6. Modify treatment 7. Manage the end of the patient care episode 8. Demonstrate appropriate manual handling skills for self and patient during treatment 9. Implement safe practice during treatment 10. Demonstrate an appreciation of a holistic approach to patient treatment and management
<p>Plan of care Establishes a physical therapy plan of care* that is safe, effective, patient-centred, and evidence-based.</p>	<p>Plan of care</p> <ol style="list-style-type: none"> 1. Sets realistic short and long term goals with patient/client 2. Selects appropriate 	

US physical therapist clinical performance instrument (PT CPI) ⁵	Australasian student performance instrument ⁶ Assessment of physiotherapy practice (APP)	Irish student performance instrument ⁷
	intervention in collaboration with the patient/client	
<p>Procedural interventions</p> <p>Performs physical therapy interventions in a competent manner.</p>	<p>Intervention</p> <ol style="list-style-type: none"> 1. Performs interventions appropriately 2. Is an effective educator 3. Monitors the effect of intervention 4. Progresses intervention appropriately 5. Undertakes discharge planning 	
<p>Educational interventions</p> <p>Educates others (patients, caregivers, staff, students, other health care providers*, business and industry representatives, school systems) using relevant and effective teaching methods.</p>	<p>Is an effective educator/health promoter</p> <ol style="list-style-type: none"> 1. Demonstrates skill in patient/client education eg modifies approach to suit patient /client age group 2. Demonstrates skills in conduction group sessions 	
<p>Outcomes Assessment</p> <p>Collects and analyzes data from selected outcome measures in a manner that supports accurate analysis of individual patient and group outcomes.</p>	<p>Monitors effect of intervention</p> <ol style="list-style-type: none"> 1. Incorporates relevant evaluation procedures/outcome measures within the physiotherapy plan 2. Makes modifications to the interventions based on evaluation <p>Selects and measures relevant health indicators and outcomes</p> <ol style="list-style-type: none"> 1. Selects all appropriate variable/s to be measured at baseline from WHO ICF domains 2. Links outcome variables to treatment goals 	
<p>Financial Resources</p> <p>Participates in the financial management (budgeting, billing and reimbursement, time, space, equipment, marketing, public relations) of the physical therapy service consistent with regulatory, legal, and facility guidelines.</p>		

US physical therapist clinical performance instrument (PT CPI) ⁵	Australasian student performance instrument ⁶ Assessment of physiotherapy practice (APP)	Irish student performance instrument ⁷
<p>Direction and Supervision of Personnel</p> <p>Directs and supervises personnel to meet patient's goals and expected outcomes according to legal standards and ethical guidelines.</p>		

Appendix 3 Sample rating scales

US physical therapist clinical performance instrument (PT CPI) ⁵	Australasian student performance instrument ⁶ Assessment of physiotherapy practice (APP)	Irish student performance instrument ⁷
<p>Information</p> <p>Each of the 18 performance items is scored on a categorical rating from beginning performance to beyond entry level performance. All ratings incorporate 5 performance dimensions including supervision/guidance, quality, complexity, consistency, and efficiency</p>	<p>Information</p> <p>Each of the 20 items is scored on a scale from 0 to 4, where a larger number indicates a higher standard of performance.</p> <p>In the APP the final rating for each item quantifies the level of performance achieved relative to that of “beginning / entry level standards of practice”.</p> <p>This is the passing standard.</p>	<p>Information</p> <p>Each of the 20 items is scored on a scale from 0 to 4, where a larger number indicates a higher standard of performance.</p> <p>In the APP the final rating for each item quantifies the level of performance achieved relative to that of “beginning / entry level standards of practice”.</p> <p>This is the passing standard.</p>
<p>Beginning performance</p> <ol style="list-style-type: none"> 1. A student who requires close clinical supervision 100% of the time managing patients with constant monitoring and feedback, even with patients with simple conditions. 2. At this level, performance is inconsistent and clinical reasoning* is performed in an inefficient manner. 3. Performance reflects little or no experience. 4. The student does not carry a caseload. 	<p>Score of 0:</p> <p>Infrequently/rarely demonstrates performance indicators. Student is not achieving the minimum acceptable entry level standard of performance.</p> <p>A score of 0 indicates that competence in performance <i>assessed by that item</i> is inadequate.</p>	<p>Level 1</p> <p>A student who is on their first three clinical placements (1st year and 1st placement in second year).</p>
<p>Advanced beginner performance</p> <ol style="list-style-type: none"> 1. A student who requires clinical supervision 75% – 90% of the time managing patients with simple conditions, and 100% of the time managing patients with complex conditions. 2. At this level, the student demonstrates consistency in developing proficiency with simple tasks (e.g., medical record review, goniometry, muscle testing, and simple interventions), but is unable to perform skilled 	<p>Score of 1:</p> <p>Demonstrates few performance indicators to an adequate standard student is not achieving the minimum acceptable entry level standard of performance.</p> <p>A score of 1 indicates that competence in performance <i>assessed by that item</i> is not yet adequate.</p> <p>Scores of 0 and 1 (not adequate) indicate that the student is not achieving the minimum acceptable entry level standard of performance.</p>	<p>Level 2</p> <p>A student on their fourth and fifth clinical placements (second year).</p>

US physical therapist clinical performance instrument (PT CPI)⁵	Australasian student performance instrument⁶ Assessment of physiotherapy practice (APP)	Irish student performance instrument⁷
<p>examinations, interventions, and clinical reasoning skills.</p> <p>3. The student may begin to share a caseload with the clinical instructor.</p>		
<p>Intermediate performance</p> <p>1. A student who requires clinical supervision less than 50% of the time managing patients with simple conditions, and 75% of the time managing patients with complex conditions.</p> <p>2. At this level, the student is proficient with simple tasks and is developing the ability to consistently perform skilled examinations, interventions, and clinical reasoning.</p> <p>3. The student is capable of maintaining 50% of a full-time physical therapist's caseload.</p>		<p>Level 2</p> <p>A student on their fourth and fifth clinical placements (second year).</p>
<p>Advanced Intermediate Performance</p> <p>1. A student who 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.</p> <p>2. At this level, the student is consistent and proficient in simple tasks and requires only occasional cueing for skilled examinations, interventions, and clinical reasoning.</p> <p>3. The student is capable of maintaining 75% of a full-time physical therapist's caseload.</p>		<p>Level 3</p> <p>A student on their 6th and 7th clinical placements (final year).</p>

US physical therapist clinical performance instrument (PT CPI) ⁵	Australasian student performance instrument ⁶ Assessment of physiotherapy practice (APP)	Irish student performance instrument ⁷
<p>Entry level Performance</p> <ol style="list-style-type: none"> 1. A student who is capable of functioning without guidance or clinical supervision managing patients with simple or complex conditions. 2. At this level, the student is consistently proficient and skilled in simple and complex tasks for skilled examinations, interventions, and clinical reasoning. 3. Consults with others and resolves unfamiliar or ambiguous situations. <p>The student is capable of maintaining 100% of a full-time physical therapist's caseload in a cost effective manner.</p>	<p>Score of 2:</p> <p>Demonstrates most performance indicators to an <u>adequate</u> standard.</p> <p>Score of 2 (adequate) achieving the minimum acceptable entry level standard of performance (Passing standard).</p> <p>In overall terms a student who scores a 2 for most items is performing at the minimum entry level standard and they are typically able to:</p> <ol style="list-style-type: none"> 1. Acceptably manage a variety of patients with non-complex needs. 2. Identify the patient/client's major problems. 3. Establish major goals. 4. Complete treatment safely and effectively within a reasonable time frame. 5. Demonstrate an awareness of limitations and where to seek assistance. 	<p>Level 3</p> <p>A student on their 6th and 7th clinical placements (final year).</p>
<p>Beyond Entry level Performance</p> <ol style="list-style-type: none"> 1. A student who is <u>capable of</u> functioning without clinical supervision or guidance in managing patients with simple or highly complex conditions, and is able to function in unfamiliar or ambiguous situations. 2. At this level, the student is consistently proficient at highly skilled examinations, interventions, and clinical reasoning, and is a capable of serving as a consultant or resource for others. 3. The student is <u>capable of</u> maintaining 100% of a full-time physical therapist's caseload and seeks to assist others where needed. 4. The student is capable of supervising others. 	<p>Scores of 3 and 4 indicate the student is performing beyond entry level standard.</p> <p>Score of 3: demonstrates most performance indicators to a good standard.</p> <p>This score reflects that the student is comfortable and performing above the minimum passing standard with respect to a given item.</p> <p>Score of 4: demonstrates most performance indicators to an excellent standard.</p> <p>This score reflects that the student is exhibiting a level of excellence or sophistication with respect to a given item.</p> <p>The excellent student can be characterised by:</p> <ol style="list-style-type: none"> 1. An ability to work relatively independently, thoroughly and sensitively. 2. Fluid, efficient and sensitive 	<p>Level 3</p> <p>A student on their 6th and 7th clinical placements (final year).</p>

US physical therapist clinical performance instrument (PT CPI) ⁵	Australasian student performance instrument ⁶ Assessment of physiotherapy practice (APP)	Irish student performance instrument ⁷
The student willingly assumes a leadership role* for managing patients with more difficult or complex conditions.	<p>handling skills.</p> <ol style="list-style-type: none"> 3. An ability to be flexible and adaptable. 4. Easily and consistently linking theory and practice. 5. A high level of self reflection and insight. 6. Ability to present cogent and concise arguments or rationale for clinical decisions. 7. Effective time management skills. 	
	<p>Global rating scale (GRS)</p> <p>In addition to scoring each of the 20 items using the 0-4 scale, a GRS provides a second additional process of assessment.</p> <p>Rather than considering each of the items separately, clinicians are asked to rate the student's overall performance. This allows the educator to consider all aspects of the clinical placement and then to rate the overall performance of the student.</p> <p>In your opinion as a clinical educator, the overall performance of this student in the clinical unit was:</p> <ul style="list-style-type: none"> ▪ not adequate ▪ adequate ▪ good ▪ excellent <p>Global rating of inadequate</p> <p>This rating would be used when the in the educator's opinion the student's performance overall was not adequate that is, was not at the expected minimum entry level / beginning physiotherapist standard.</p> <p>Global rating of adequate</p> <p>This rating indicates that the student has achieved a standard of practice for that item that would be expected of an entry level/beginning physiotherapist on their first day of practice.</p> <p>Global ratings of good and</p>	

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	<p>excellent</p> <p>These ratings provide the clinical educator with 2 categories indicating the student's performance is above <u>minimum</u> entry level/beginning physiotherapist standard (either good or excellent).</p>	

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