PHYSICAL THERAPIST

CLINICAL

PERFORMANCE

INSTRUMENT

(CPI)

Student Name: ________________________________

Unit: ___________

Final Grade: __________

(Office use only)
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**Physical Therapist Clinical Performance Instrument (CPI)**

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**Clinical Performance Instrument (CPI) Instructions** (see separate document)
CLINICAL PERFORMANCE INSTRUMENT
PHYSICAL THERAPIST STUDENT

STUDENT INFORMATION

Student’s Name: ____________________________________________________________

Dates of Clinical Experience: ____________________________ Unit Number: ________

ACADEMIC PROGRAM INFORMATION

Name of Academic Institution: McMaster University, Physiotherapy Programme
Address: School of Rehabilitation Science, IAHS 402, 1400 Main Street West
        Hamilton, ON CANADA L8S 1C7 Phone: 905-525-9140 ext. 27814
Fax: 905-524-0069 E-mail: wojkows@mcmaster.ca (Sarah Wojkowski)

CLINICAL EDUCATION SITE INFORMATION

Name of Clinical Site: _________________________________________________________

Address: _________________________________________________________________

        ______________________________ (Department) _____________________________
        ______________________________ (Street) ________________________________

        ______________________________ (City) ________________________________ (State)
        ______________________________ (Postal/Zip Code)

Primary Contact’s Name: ____________________________________________________

Phone: (_____) ______________________ ext.________ Fax: (_____) ________________

E-mail: ___________________________________________________________________

Clinical Preceptor’s Name(s): ________________________________________________

Phone: (_____) ______________________ ext.________ Fax: (_____) ________________

E-mail(s): __________________________________________________________________

PLACEMENT INFORMATION (to be completed at end of placement)

Age of Clients: _____________________________________________________________
        (e.g. Pediatric, adult, geriatric)

Type of Rotation: _____________________________________________________________
        (e.g. Cardio resp, 50% musculoskeletal 50% neuro)

Environment: ______________________________________________________________
        (e.g. ICU, rehab, clinic)
CLINICAL PERFORMANCE INSTRUMENT
PHYSICAL THERAPIST STUDENT

1. Practices in a safe manner that minimizes risk to patient, self, and others.

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SAMPLE BEHAVIORS

a) Observes health and safety regulations.
b) Maintains safe working environment
c) Recognizes physiological and psychological changes in patients and adjusts treatment accordingly.
d) Demonstrates awareness of contraindications and precautions of treatment
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 of failing this clinical experience.

📞 Midterm ☐ Final ☐

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QUALITY OF CARE • SUPERVISION / GUIDANCE REQUIRED • CONSISTENCY OF PERFORMANCE
2. Presents self in a professional manner.

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**SAMPLE BEHAVIORS**

a) Accepts responsibility for own actions.
b) Maintains Is punctual and dependable.
c) Completes scheduled assignments in a timely manner.
d) Wears attire consistent with expectations of the practice setting

e) Demonstrates initiative.
f) Abides by the policies and procedures of the practice setting.
g) Adapts to change.

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

- [ ] Midterm
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3. Demonstrates professional behavior during interactions with others.

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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 self and others.
h) Assumes responsibility for choices made in situations presenting legal or ethical dilemmas.
i) Maintains patient privacy and modesty (e.g., draping, confidentiality).

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

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QUALITY OF CARE ♦ SUPERVISION / GUIDANCE REQUIRED ♦ CONSISTENCY OF PERFORMANCE ♦ COMPLEXITY OF TASKS/ENVIRONMENT ♦ EFFICIENCY OF PERFORMANCE
4. Adheres to ethical practice standards.

M ☐ F ☐ Not Observed
Novice Clinical Performance

M ☐ F ☐ With Distinction
Entry-Level Performance

**SAMPLE BEHAVIORS**

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

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

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

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**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 practice for physical therapy.

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

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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.

M ☐ F ☐ Not Observed

Novice Clinical Performance

Entry-Level Performance

M ☐ F ☐ With Distinction

SAMPLE BEHAVIORS

a) Communicates, verbally and nonverbally, in a professional 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 professionally 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) Evaluates effectiveness of his/her own communication and modifies communication accordingly.

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

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QUALITY OF CARE ☻ SUPERVISION / GUIDANCE REQUIRED ☻ CONSISTENCY OF PERFORMANCE ☻ COMPLEXITY OF TASKS/ENVIRONMENT ☻ EFFICIENCY OF PERFORMANCE
7. Produces documentation\(^{6}\) to support the delivery of physical therapy services.

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**SAMPLE BEHAVIORS**

a) Selects relevant information to document the delivery of physical therapy patient care.

b) Documents all aspects of physical therapy care, including screening,\(^{6}\) examination,\(^{6}\) evaluation,\(^{6}\) plan of care,\(^{6}\) treatment,\(^{6}\) response to treatment, discharge planning, family conferences, and communication with others involved in delivery of patient care.

c) Produces documentation that follows guidelines and format required by the practice setting.

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

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

f) Demonstrates professionally and technically correct written communication skills.

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

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- ♦ COMPLEXITY OF TASKS/ENVIRONMENT  
- ♦ EFFICIENCY OF PERFORMANCE
8. Adapts delivery of physical therapy care to reflect respect for and sensitivity to individual differences.

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:
   - communicating with other,
   - developing plans of care,
   - implementing plans of care.

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

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QUALITY OF CARE ♦ SUPERVISION / GUIDANCE REQUIRED ♦ CONSISTENCY OF PERFORMANCE
♦ COMPLEXITY OF TASKS/ENVIRONMENT ♦ EFFICIENCY OF PERFORMANCE
9. **Applies the principles of logic and the scientific method to the practice of physical therapy.**

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**SAMPLE BEHAVIORS**

a) Presents cogent and concise arguments or rationale for clinical decisions.

b) Makes clinical decisions within the context of ethical practice and informed consent.

c) Utilizes information from multiple data sources to make clinical decisions.

d) Seeks disconfirming evidence in the process of making clinical decisions.

e) Critically evaluates published research articles relevant to physical therapy and applies to clinical practice.

f) Participates in clinical research.

g) Describes sources of error in the collection of clinical data.

h) Demonstrates an ability to make clinical decisions in ambiguous situations.

i) Distinguishes practices based on traditional beliefs from practices that are scientifically based.

j) Uses appropriate outcome measures in the delivery and assessment of ongoing patient care.

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

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10. Screens patients using procedures to determine the effectiveness of and need for physical therapy services.

M ☐ F ☐ Not Observed Novice Clinical Performance M ☐ F ☐ With Distinction

SAMPLE BEHAVIORS
a) Identifies critical signs and symptoms that signal appropriateness for physical therapy examination.
b) Selects appropriate screening procedures.
c) Conducts screening.
d) Interprets screening findings.
e) Based on screening, determines appropriateness for physical therapy or referral to other providers.
f) Performs physical therapy screening in a technically competent manner.

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

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☀ COMPLEXITY OF TASKS/ENVIRONMENT  ☀ EFFICIENCY OF PERFORMANCE
11. Perform a physical therapy patient examination.

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

**SAMPLE BEHAVIORS**
a) Selects reliable and valid physical therapy examination methods relevant to the chief complaint, results of screening, and history of the patient.
b) Obtains accurate information by performing the selected examination methods.
c) Adjusts examination according to patient response.
d) Performs examination minimizing risk to the patient, self, and others involved in the delivery of the patient’s care.
e) Performs physical therapy examination procedures in a technically competent manner.

SEE APPENDIX B FOR LIST OF TESTS AND MEASURES.

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

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12. Evaluates clinical findings to determine physical therapy diagnoses\textsuperscript{g} and outcomes\textsuperscript{g} of care.

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### SAMPLE BEHAVIORS

a) Synthesizes examination data to complete the physical therapy evaluation.
b) Interprets clinical findings to establish a diagnosis within the practitioner’s knowledge base.
c) Identifies competing diagnoses which must be ruled out to establish a diagnosis.
d) Explains the influence of pathological, pathophysiological, and pharmacological processes on the patient’s movement system.
e) Identifies other medical, social, or psychological problems influencing physical therapy and not identified through diagnosis of a patient’s problem.
f) Uses clinical findings and diagnosis to establish a prognosis\textsuperscript{g} within the practitioner’s knowledge base.
g) Performs regular re-examinations of patient status.
h) Performs regular evaluations of the effectiveness of patient treatment.
i) Evaluates changes in patient status.

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

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QUALITY OF CARE • SUPERVISION / GUIDANCE REQUIRED • CONSISTENCY OF PERFORMANCE • COMPLEXITY OF TASKS/ENVIRONMENT • EFFICIENCY OF PERFORMANCE
13. Designs a physical therapy plan of care that integrates goals, treatment, outcomes, and discharge plan.

SAMPLE BEHAVIORS
a) Establishes goals and desired functional outcomes that specify expected time durations.
b) Establishes a physical therapy plan of care in collaboration with the patient, family, caregiver, and other involved in the delivery of health care services.
c) Establishes a plan of care consistent with the examination and evaluation.
d) Establishes a plan of care minimizing risk to the patient and those involved with the delivery of the patient’s care.
e) Establishes a plan of care designed to produce the maximum patient outcome(s) utilizing available resources.
f) Adjusts the plan of care in response to changes in patient status.
g) Selects intervention strategies to achieve the desired outcomes.
h) Establishes a plan for patient discharge in a timely manner.

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

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14. Performs physical therapy interventions \( ^g \) in a competent manner.

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**SAMPLE BEHAVIORS**

a) Perform effective, efficient, fluid, and coordinated movement in providing technically competent interventions for patients.

b) Performs interventions consistent with the plan of care.

c) Provides intervention in a manner minimizing risk to self, to the patient, and to others involved in the delivery of the patient’s care.

d) Uses intervention time efficiently and effectively.

e) Adapts intervention to meet the individual needs and responses of the patient.

SEE APPENDIX B FOR LIST OF INTERVENTIONS

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

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15. Educates others (patients, family, caregivers, staff, students, other health care providers) using relevant and effective teaching methods.

SAMPLE BEHAVIORS
a) Identifies and establishes priorities for educational needs in collaboration with the learner.
b) Designs educational activities to address identified needs.
c) Conducts educational activities using a variety of instructional strategies as needed.
d) Evaluates effectiveness of educational activities.
e) Modifies educational activities considering learner’s needs, characteristics, and capabilities.

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

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Participates in activities addressing quality of service delivery.

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**SAMPLE BEHAVIORS**

a) Seeks information regarding quality of care rendered by self and others under their supervision.

b) Provides recommendations for developing or modifying guidelines based on outcome measures, effectiveness studies, and clinical observations.

c) Follows established guidelines for the delivery of physical therapy services (eg, critical/clinical pathways, protocols)

d) Participates in quality assurance, peer review, utilization review, etc.

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

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**QUALITY OF CARE** ◆ **SUPERVISION / GUIDANCE REQUIRED** ◆ **CONSISTENCY OF PERFORMANCE** ◆ **COMPLEXITY OF TASKS/ENVIRONMENT** ◆ **EFFICIENCY OF PERFORMANCE**
17. Provides consultation to individuals, businesses, schools government agencies, or other organizations.

SAMPLE BEHAVIORS
a) Determines need for consultation services.
b) Recommends consultation services.
c) Uses knowledge and expertise to help others solve physical therapy-related problems.
d) Provides consultation services such as ergonomic evaluations, school system assessments, and corporate environmental assessments.

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

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QUALITY OF CARE ☺ SUPERVISION / GUIDANCE REQUIRED ☺ CONSISTENCY OF PERFORMANCE ☺ COMPLEXITY OF TASKS/ENVIRONMENT ☺ EFFICIENCY OF PERFORMANCE
18. **Addresses patient needs for services other than physical therapy as needed.**

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**SAMPLE BEHAVIORS**

a) Determines needs of and available resources for patients.
b) Recommends referrals based on expertise and effectiveness of providers.
c) Advocates for appropriate patient services and resources.
d) Assists patient in accessing resources.
e) Coordinates services of other health care providers.\(^6\)

**Significant Concerns:**

Check below if performance on this criterion places student at risk of failing this clinical experience.

📞 **Midterm** ☐ **Final** ☑

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\(^6\) Significant Concerns: Check below if performance on this criterion places student at risk of failing this clinical experience.
19. Manages resources (e.g., time, space, equipment) to achieve goals of the practice setting.

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

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 physical therapy with other services to facilitate efficient and effective patient care.
e) Schedules patients, equipment, and space.

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

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QUALITY OF CARE ♦ SUPERVISION / GUIDANCE REQUIRED ♦ CONSISTENCY OF PERFORMANCE
♦ COMPLEXITY OF TASKS/ENVIRONMENT ♦ EFFICIENCY OF PERFORMANCE
20. Incorporates an understanding of economic factors in the delivery of physical therapy services.

SAMPLE BEHAVIORS
a) Adapts physical therapy services to the economic factors of the health care environment.
b) Submits accurate patient charges on time.
c) Acts in a fiscally responsible manner.
d) Provides recommendations for equipment and supply needs.
e) Adheres to reimbursement guidelines established by payers.
f) Negotiates with reimbursement entities for changes in individual patient services.

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

📞 Midterm ☐ Final ☐

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
21. Uses support personnel according to legal standards and ethical guidelines.

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<tr>
<th>M ☐ F ☐</th>
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<td>Novice Clinical Performance</td>
<td>Entry-Level Performance</td>
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**SAMPLE BEHAVIORS**

a) Determines physical therapy-related tasks that can be legally and ethically delegated.
b) Delegates physical therapy related tasks to facilitate effective and efficient patient care.
c) Informs the patient of the decision to delegate the physical therapy-related care and the rationale for delegating.
d) Delegate physical therapy related tasks to the appropriate support personnel.
e) Demonstrates respect for the contributions of support personnel.
f) Monitors the care delivered by support personnel.
g) Provides regular feedback to support personnel.

**Significant Concerns:**

Check below if performance on this criterion places student at risk of failing this clinical experience.

📞 Midterm ☐ Final ☐

**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**
22. Demonstrates that a physical therapist has professional/social responsibilities beyond those defined by work expectations and job descriptions.

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

SAMPLE BEHAVIORS
a) Demonstrates a willingness to alter schedule to accommodate patient needs and facility requirements.
b) Participates in special events organized in the practice setting related to patients and the delivery of care.
c) Participates in professional organizations and service groups.
d) Promotes the profession of physical therapy.

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

📞 Midterm □ Final □

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
23. Implements a self-directed plan for professional development and lifelong learning.

| M | F | Not Observed | | M | F | With Distinction |
|---|---|-------------|---|---|---|
|   |   |             |---|---|---|

SAMPLE BEHAVIORS

a) Demonstrates an awareness of own strengths and limitations.
b) Seeks guidance as necessary to address limitations.
c) Modifies behavior based on self-evaluation and constructive feedback.
d) Establishes realistic goals in a plan for professional development.
e) Participates in learning experiences within the practice setting.
f) Participates in opportunities for professional growth.
g) Discusses progress of professional growth.
h) Seeks opportunities to learn.
i) Accepts responsibility for continuous professional learning.
j) Demonstrates knowledge of current professional issues and practice.
k) Periodically assesses own professional development.

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

📞 Midterm ☐ Final ☐

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
24. Addresses primary and secondary prevention, wellness, and health promotion needs of individuals, groups, and communities.

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**SAMPLE BEHAVIORS**

a) Educates patients or other individuals, groups, or communities on health promotion, prevention, and wellness by providing information on impairment, disease, disability, and health risks related to age, gender, culture, and lifestyle.

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

c) Proposes procedures for monitoring effects of health promotion, prevention, or wellness programs.

d) Describes potential health problems addressed by physical therapy in individuals, groups, and communities.

e) Performs screening programs appropriate to physical therapy.

**Significant Concerns:**

Check below if performance on this criterion places student at risk of failing 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
**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.

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EVALUATION SIGNATURES

**MIDTERM EVALUATION**
I have read and discussed this evaluation.

__________________________________ _______________________________
Signature of Student Date

McMaster University, Faculty of Health Sciences-Physiotherapy Programme
Academic Institution

Evaluator (1) Name (Print) Position/Title

__________________________________ Date
Signature of Evaluator (1)

Evaluator (2) Name (Print) Position/Title

__________________________________ Date
Signature of Evaluator (2)

**FINAL EVALUATION**
I have read and discussed this evaluation.

__________________________________ _______________________________
Signature of Student Date

McMaster University, Faculty of Health Sciences-Physiotherapy Programme
Academic Institution

Evaluator (1) Name (Print) Position/Title

__________________________________ Date
Signature of Evaluator (1)

Evaluator (2) Name (Print) Position/Title

__________________________________ Date
Signature of Evaluator (2)

If there are any questions or concerns, please contact Sarah Wojkowski, Director of Clinical Education, Physiotherapy Programme, telephone (905) 525-9140, x27814 or email wojkows@mcmaster.ca.

**The original or photocopy of the CPI and the students’ learning objectives must reach the school SEVEN DAYS AFTER PLACEMENT COMPLETION at the latest. Students who do not meet this deadline may not graduate or continue in subsequent units.**