

## ACP Grading Resource

This resource document was developed as a supplement to facilitate completion of the ACP. This resource is an addendum to the ACP online module which is the most comprehensive resource for instructions on how to interpret and complete the ACP. <https://app.rehab.utoronto.ca/ACP>

### Frequently Asked Questions

**What do you mean by entry level performance on the rating scale?** Rating a student at entry level signifies that the students can carry at minimum, 75% of a caseload within the scheduled day and only requires guidance in situations where there are multiple factors and complexities. The student can safely and effectively manage situations that are new and ambiguous. Then student is observed to demonstrate competence on that item while carrying, at minimum, the 75% caseload.

**How does “Entry Level Performance” on the rating scale apply to the roles other than Expert?** Some CIs have asked us, “My student is on her first internship and seeing ~4 patients a day. She communicates/collaborates well with her patients and her colleagues. Why can’t I rate her at entry level?”

The reason why she would not be scored at entry level is because the CI has only observed the student’s performance with a reduced caseload. While the CI might wish to extrapolate how the student might perform if he/she was carrying a full caseload, there are added complexities and efficiencies that would also be expected with an increase in caseload and the CI cannot predict how the student will perform. In the ACP, we are asking the CI to rate the observations of the student’s performance without extrapolations. CIs can use the comment boxes to expand on the student’s strengths including examples of what CIs have observed.

In addition, we have developed a matrix that provides an example of sample student behaviours for each item at each anchored level of the rating scale.

**What’s the difference between *distinction* and *exceptional*?** In the ACP, you’ll notice the phrase “*with distinction*” in the rating scale. The “*with distinction*” rating would only be applied to a student who is managing a **full** caseload and takes on a leadership role, or can supervise others, or manages multi-factorial, complex situations; the service where the student is working is enhanced by the student’s presence working on that service. The rating scale anchor “Performance with Distinction” is the highest rating on the rating scale and is intended to capture performance beyond entry level expectations.

At the end of the ACP, we ask clinical instructors to make a recommendation regarding the student’s overall performance which will be reviewed by the university when assigning the final grade for that course for the student. The highest recommended grading for by the CI would be “*Credit with exceptional performance*”. This could be applied to a student who **surpasses your expectations of a student at his/her experience level**. The student may be completing his/her first internship, and if the student has performed very well, taking on more patients than expected or continually goes above and beyond for her patients, then the CI could recommend “Credit with exceptional performance” even with rating scale scores of “Advanced Beginner”. The student does not have to be rated “with distinction” on the rating scale to receive a summative overall recommendation of credit with exceptional performance.

<b>Some Example Student Behaviours</b>						
<b>Role</b>	<b>Beginner</b> Requiring almost constant supervision and very frequent guidance and cueing..."	<b>Advanced Beginner</b> "Starting to be independent with simple patients for a small caseload and requiring frequent cueing/guidance..."	<b>Intermediate</b> "For ~50% of a caseload, relatively independent with simple patients, but more guidance in complex situations..."	<b>Advanced Intermediate</b> "For a caseload of 50-75%, consistent and proficient in simple tasks and requires only occasional cueing for comprehensive work..."	<b>Entry Level</b> "For a minimum of a 75% caseload, with consistency, comprehensiveness and efficiency..."	<b>With Distinction</b> "Exceeds entry level performance by carrying a full caseload and ..."
<b>Communicator 2.1</b>	Requires cueing to maintain eye contact, and/or actively listen to patients.	Can effectively communicate with others once the student has taken time to plan the interaction with guidance and support.	Builds and maintains rapport in predictable encounters with patients, families and others in the health care facility.	Uses appropriate verbal and non-verbal communication and can adapt the communication style based on the needs of the receiver.	Uses appropriate verbal and non-verbal communication when establishing relationships to demonstrate sensitivity and respect in complex and/or challenging situations.	Appropriately coaches others to most effectively establish rapport with patients and team members.
<b>Communicator 2.2</b>	Requires probes and guidance to gather and share information about patients with CI or the team.	Initiates the exchange of information but requires cueing to focus on the most relevant and concise information.	Can report basic/essential information at rounds for straightforward patients -seeks out and clarifies information with the team.	Participates in the exchange of information about the caseload but is occasionally missing minor details and takes slightly longer to do so.	Participates in the exchange of information about the caseload independently in complex and/or challenging information sharing situations.	Discusses patients in a confident, relevant and appropriate manner with professionals external to the clinical facility or a family in a delicate situation.
<b>Communicator 2.3</b>	Documentation notes require frequent corrections -notes are completed in draft before included in medical record.	Completes a chart review for an uncomplicated patient with few minor errors Patient notes for routine situations include required information.	Able to consistently record a note for straightforward patient care situations.	Records notes for complex patient care situations with minimal errors and minimal cueing.	Writes concise and comprehensive notes without errors for all patients efficiently.	Constructs detailed and appropriate reports for third-party payers independently.
<b>Collaborator 3.1</b>	Requires guidance in identifying the most appropriate team members for collaboration with respect to patient care.	Describes the roles, responsibilities and perspectives of team members.	Actively seeks and shares information but requires cueing to effectively participate in shared decision making processes.	Actively participates in discussions at rounds but requires guidance to contribute to important decisions about patient care.	Effectively participates in the exchange of information in a family-team meeting.	Effectively participates in a challenging family-team meeting when there are contentious issues.

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<b>Collaborator 3.2</b>	Requires cueing to identify when there are conflicting priorities and values.	Identifies competing priorities or conflicting value systems, may need assistance to identify possible solutions.	With the CI, can recognize and discuss competing priorities with patient care or team dynamics, however may need assistance to determine the best solution.	With prompting, the student can rehearse a discussion with their CI in preparation for a discussion with a team member regarding conflicting schedules.	Can politely discuss with the patient, or others involved in their care, why the patient is consistently late for appointments and collaboratively seeks a solution.	Recognizes and manages conflict in a thoughtful, productive, and collaborative manner.
<b>Manager 4.1</b>	Has difficulty managing own time in carrying out client services. Has not begun to prioritize patients. Does not carry a caseload. May have difficulty with consistent punctuality.	Is consistently punctual. Starting to understand time management and patient prioritization principles. Shares caseload with CI and may be managing 20-25% of caseload with up to 90% supervision.	Understands various models of PT service delivery. Able to effectively manage time with up to a 50% caseload with between 50 and 75% supervision. Is able to prioritize patients to be seen each day. Takes initiative to screen patients and plan for new assessments.	Manages practice well. Coordinates with other staff as needed. Appropriately allocates time for patient care considering patient and health system resources. Liaises with external agencies (funders or insurers).	Manages all aspects of caseload management including screening, assessment, treatment, discharge planning and follow up. Takes initiative and prioritizes independently when planning and coordinating the day and with other staff/health care providers.	Independently performs all tasks associated with managing 100% of full time experienced PT caseload. PT practice is proficient, and student shows innovation in managing individual practice and understanding of the health care system.
<b>Manager 4.2</b>	Does not consider assignment of tasks to support personnel.	Is aware of assignment to support personnel, and may begin determine which tasks would be appropriate for assignment.	Able to assign simple tasks to support personnel. Needs reminders to follow up and ensure that assigned tasks are completed.	Assigns simple tasks to support personnel with appropriate assessment and follow up.	Assigns appropriate tasks to support personnel and is responsible for assessment and follow up. Is accountable for all actions.	May be fully capable of supervising support level staff. Is accountable for all actions and can effectively troubleshoot matters with support personnel.

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<b>Manager 4.3</b>	Requires constant cueing to attend to hazards in the physical environment (e.g. frequently forgets brakes on wheelchair, doesn't wash hands consistently.)	Is aware of maintaining a safe work environment. Requires some cueing to prevent hazards. May have minor patient safety issues that are addressed and not repeated.	May have infrequent minor lapses in safety; Usually delivers patient care in a careful and safe manner.	Consistently maintains a safe work environment for patients, self and other staff. Provides patient care safely for both patients and self.	Anticipates hazards and maintains a safe work environment. Is cognizant of and actively promotes patients' safety.	Independently takes on new initiatives to improve service delivery or patient care.
<b>Advocate 5.1</b>	Requires cueing to identify advocacy opportunities; unable to initiate advocacy actions without support.	Identifies advocacy opportunities with respect to individual clients (e.g., delaying discharge) or the profession, identifying the actions as distinct from usual team communication and collaboration; Requires some cueing to channel advocacy efforts appropriately.	Initiates advocacy strategies that are beyond the standard communicator and collaborator roles; Advocacy is typically focused on individual clients or the profession.	Undertakes advocacy for individual clients or the profession: e.g., advocating for a patient to receive services from another profession or community resource.	Advocacy for individual clients or the profession is confidently executed. Insight into opportunities to advocate for health of client populations or communities is well developed (even if little or no opportunity to execute strategies).	Initiates insightful advocacy strategies on behalf of client populations or communities that demonstrate high insight into social determinants of health, health system issues or related.
<b>Scholarly Practitioner 6.1, 6.2 and 6.3</b>	Requires cueing to self-reflect, seek out relevant new knowledge and evidence to practice existing or new clinical skills.	Beginning to incorporate feedback and reflect on performance as well as to seek out new knowledge, skills and evidence. Requires cueing to integrate new knowledge, skills and evidence into practice.	Often applies principles of research and engages in literature searches. Draws on own experiences to inform the delivery of PT services.	Actively and independently seeks out new knowledge and skills. Incorporates the feedback of others and own beliefs and values to improve own practice.	Consistently reflects on performance and actively seeks out new knowledge and skill to consistently improve practice. Consistently uses best practices to deliver PT services and advance their practice.	Actively seeks out new knowledge and skills, readily shares new found knowledge with peers/co-workers. Critically questions current practice and seeks out evidence to support better ways of delivering PT services.

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<b>Professional 7.1</b>	Requires cueing to ensure all legal requirements (consent, privacy, etc) are met and no professional boundaries are crossed.	Shows awareness of all relevant ethics, laws and professional standards but achieves full adherence only in straightforward situations. May have minor slip-ups that are addressed and not repeated.	Maintains professional conduct and ethical standards in straightforward situations; Identifies potential breaches of professionalism but may need assistance for troubleshooting.	Independently assures that consent is obtained and privacy maintained in accordance with law. Maintains professional conduct and ethical standards in straightforward situations.	Independently takes action to ensure all legal requirements and professional standards are met for their practice.	Resolves challenging situations that have ethical or professional dilemmas.
<b>Professional 7.2</b>	Requires cueing to appropriately express respect for individuality and autonomy of clients, including respect for professional appearance and any applicable dress codes.	Consistently dresses appropriately. Beginning to express outward action for respecting each client's individuality and autonomy but only in straightforward situations.	Identifies situations that require insightful sensitivity, but may need assistance for how to convey respect to clients appropriately and completely.	Independently assures that clients' rights, dignity and uniqueness are respected, but only in straightforward situations. Requires guidance for situations with cultural complexity.	Independently takes action to ensure their clients have their individuality and autonomy respected, and clients are empowered to express their needs.	Takes leadership and demonstrates exemplary conduct in situations requiring insightful cultural sensitivity.
<b>Professional 7.3</b>	Conveys enthusiasm for the physiotherapy profession and the learning of others; requires cueing to make any meaningful contribution.	Demonstrates awareness of physiotherapy profession issues, but may require guidance to contribute in local learning opportunities (e.g., at in-services, or learning with other student in 2:1 internship).	Engages in actions that support the profession or others' learning (e.g., contributions to discussion or presentation at in-services, helping other students learn).	Independently follows through on readily available opportunities to develop the physiotherapy profession through discussion, teaching or mentorship of others.	Independently initiates action to promote or advance the physiotherapy profession through discussion with, or teaching of others.	Takes a lead role in activities that develop the profession, and/or provides mentorship to others.