

## DEFINITIONS OF PERFORMANCE DIMENSIONS & RATING SCALE ANCHORS

<b>PTA CPI: Performance Dimensions</b>	
<b><i>Supervision/ Guidance</i></b>	<p>Level and extent of assistance required by the student to achieve entry-level performance.</p> <p>As a student progresses through clinical education experiences*, the degree of supervision/guidance needed is expected to progress from 100% supervision to being capable of independent performance with consultation* and may vary with the complexity of the patient or environment.</p>
<b><i>Quality</i></b>	<p>Degree of knowledge and skill proficiency demonstrated.</p> <p>As a student progresses through clinical education experiences, quality should range from demonstration of limited skill to a skilled or highly skilled performance.</p>
<b><i>Complexity</i></b>	<p>Number of elements that must be considered relative to the task, patient, and/or environment.</p> <p>As a student progresses through clinical education experiences, the level of complexity of tasks, patient management, and the environment should increase, with fewer elements being controlled by the CI.</p>
<b><i>Consistency</i></b>	<p>Frequency of occurrences of desired behaviors related to the performance criterion.</p> <p>As a student progresses through clinical education experiences, consistency of quality performance is expected to progress from infrequently to routinely.</p>
<b><i>Efficiency</i></b>	<p>Ability to perform in a cost-effective and timely manner.</p> <p>As the student progresses through clinical education experiences, efficiency should progress from a high expenditure of time and effort to economical and timely performance.</p>
<b>PTA CPI: Rating Scale Anchors</b>	
<b><i>Beginning performance</i></b>	<p>A student who requires direct personal supervision 100% of the time working with patients with constant monitoring and feedback, even with patients with simple conditions.</p> <p>At this level, performance of essential skills is inconsistent and clinical problem solving* is performed in an inefficient manner.</p> <p>Performance reflects little or no experience in application of essential skills with patients.</p> <p>The student does not carry a patient care workload with the clinical instructor (a PTA directed and supervised by a physical therapist or a physical therapist).</p>
<b><i>Advanced beginner performance</i></b>	<p>A student who requires direct personal supervision 75% – 90% of the time working with patients with simple conditions, and 100% of the time working with patients with more complex conditions.</p> <p>At this level, the student demonstrates consistency in developing proficiency with simple tasks (eg, medical record review), clinical problem solving, interventions (eg, monitoring therapeutic exercise), and related data collection (eg, single angle goniometry), but is unable to perform more complex tasks, clinical problem solving, interventions/data collection without assistance.</p> <p>The student may begin to share the patient care workload with the clinical instructor.</p>
<b><i>Intermediate performance</i></b>	<p>A student who requires direct personal supervision less than 50% of the time working with patients with simple conditions, and 75% of the time working with patients with complex conditions.</p> <p>At this level, the student is proficient with simple tasks, clinical problem solving, and interventions/data collection and is developing the ability to consistently perform more complex</p>