Using the APTA Physical Therapist Assistant Clinical Performance Instrument: Version 2009 for Evaluating Student Performance

A Self-Guided Training Module
Welcome!

The Physical Therapist Assistant Clinical Performance Instrument: Version 2009 (PTA CPI) is a tool developed by APTA to evaluate physical therapist assistant student performance in the clinic. This training module consists of learning activities that will help you to successfully use the PTA CPI.
Introduction

• The training module consists of the following sections that are essential for accurate use of the PTA CPI:
  – Performance Criteria, Red Flag Items, and Essential Skills
  – Performance Dimensions and Written Comments
  – Rating Scale and Anchor Definitions
  – Significant Concerns and Summative Comments
  – Using the Form, Assigning a Grade, and Copyright Laws
• Successful use of the PTA CPI requires:
  – A partnership between the academic program, the clinical instructor, and the student
  – Training to use the PTA CPI
  – Documentation based on direct observations of the student
  – Honest feedback
Module 1: Performance Criteria, Red Flag Items, and Essential Skills
Module 1: Learning Objectives

At the completion of this section, you will be able to:

- Describe the content of the performance criteria.
- Identify the red flag items and subsequent actions.
- Discuss possible outcomes for a student with performance difficulties with a red flag item.
- Describe how the Essential Skills are used in evaluation of student performance.
Performance Criteria

- Are broad statements describing what the student is expected to do at entry-level
- Are observable at all clinical experiences
- 14 total
There are 14 Performance Criteria:

- Safety
- Clinical Behaviors
- Accountability
- Cultural Competence
- Communication
- Self-assessment and learning
- Clinical Problem Solving
- Resource Management
- Therapeutic Exercise
- Therapeutic Techniques
- Physical Agents and Mechanical Modalities
- Electrotherapeutic Modalities
- Functional Training and Application of Devices/Equipment
- Documentation
Red Flag Items
There are five performance criteria that are considered foundational elements in clinical work. These are called Red Flag Items on the PTA CPI and include:

- Safety
- Clinical Behaviors
- Accountability
- Communication
- Clinical Problem Solving

Red flag items should be rated according to expected behaviors for the student’s level of education.
Red Flag Items

• The clinical instructor should assure that all performance criteria are observed during each clinical education experience. Observations should be documented in the comment section of the corresponding performance criteria.

• A student may be below entry-level performance, even on the Red Flag Items, especially during early clinical experiences.

• HOWEVER, the Red Flag Items must be addressed immediately and include documentation, discussion with the ACCE, and the development of plans for improvement.

• Outcomes for the student will vary based on the severity of the deficit and the amount of progress made in correcting deficits.
Fortunately, completing the PTA CPI is not a matching game!

- The **Essential Skills Box** provides detailed examples of the types of skills and behaviors that you should expect to observe in each performance category.

- **WARNING:** The list of Essential Skills is intended to serve as a guide and is NOT exhaustive.
Additional Feedback

- The Essential Skills list is a guide of those skills and behaviors that normally fall in the corresponding performance criteria. It is NOT a checklist of everything a student must do to demonstrate satisfactory performance.

- Clinical instructors should rate students based on observed student performance.

- Every criterion should be rated for every clinical education experience. The only exception is if the criterion is not available at that clinical site (e.g., Interventions: Electrotherapeutic Modalities).
Time to assess…

If you have any questions about performance criteria, red flag items, or essential skills, go back and review this section again. If you’re good to go, then move on to Module 2.
Next Steps

Congratulations!

You have now completed Module 1: Introduction, Performance Criteria and Red Flag Criteria.

Please proceed next to Module 2: Sample Behaviors, Performance Dimensions and Written Comments!
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Module 2: Performance Dimensions and Written Comments
Module 2: Performance Dimensions and Written Comments

At the end of this module, you will be able to:

– Describe the performance dimensions.
– Use the performance dimensions for writing comments and rating student performance.
– Relate the performance dimensions to the anchor definitions.
Let’s look at two PTA students in the same clinical setting in their final clinical experience…

John and Chuck are each directed to assist patients who are working on therapeutic exercise after total knee replacement.

John notes that his patient is fatigued and having more difficulty completing his exercise program today. He slows the pace allowing increased rest time while he interviews the patient and reviews the chart to identify recent changes in lab values or status as noted by nursing staff. While this puts him slightly behind schedule, this is the last patient before lunch. He plans to update the supervising physical therapist on the patient before lunch.

Chuck also notes that his patient is unusually fatigued, so he reduces the number of exercises and skips the second gait training session outlined in the plan of care. He directs the aide to return the patient to her room, which gives him a few extra minutes to check his phone messages before he goes to the cafeteria.
Which student would you rather have in your clinic – John or Chuck?

- Both used clinical problem solving techniques to determine their responses to the patients’ current condition.
- Both provided therapeutic exercise interventions and gait training as directed in the plan of care.
- Both selected activities to fill their “down” time.
- Neither did anything wrong… There were no red flags… so how would you describe the difference?
The answer is in the Performance Dimensions…

- The PTA CPI provides evaluators with five performance dimensions to describe the student’s knowledge, skills, and behaviors within the performance criteria.
The Performance Dimensions are:

- Categories for organizing documentation of observed student performance.
- Applicable for all performance criteria at all levels of clinical education.
- The basis for the mid-experience and final written comments.
- Used to determine where to mark the student performance on the rating scale.
Supervision/Guidance: Refers to the level of supervision and extent of assistance that is required for the student to achieve entry-level performance.

As a student progresses, the amount of supervision is expected to decrease from 100% to independent performance with normal direction/supervision by the CI by the end of the final clinical education experience.

The degree of supervision/guidance may also vary with the complexity of the patient and/or environment.
Let’s use a simple scenario…

SCENARIO: You are supervising a PTA student during the first clinical education experience (4 weeks in length) in an outpatient setting. You observe that the student safely and efficiently prepares the patient for application of cryotherapy, but requires verbal cueing 50% of the time to use proper body mechanics for self protection.

➤ What would you document regarding the amount of supervision/guidance required for the student relative to:
  ➤ Physical agents and mechanical modalities?
  ➤ Safety?
Possible written comments regarding supervision/guidance…

- Physical Agents and Mechanical Modalities
  - Student is independent applying cryotherapy agents on patients with simple conditions.

- Safety
  - Student requires verbal cues to use proper body mechanics when applying cryotherapy agents 50% of the time.
Quality: Indicates the degree of knowledge and skill proficiency demonstrated by the student.

- As a student progresses through clinical education experiences, quality should increase from demonstration of limited skill to a skilled or highly skilled performance.
Using the same scenario, what would you document regarding quality for …

- The Physical Agents and Mechanical Modalities performance criterion?
- The Safety performance criterion?

SCENARIO: You are supervising a PTA student during the first clinical education experience (4 weeks in length) in an outpatient setting. You observe that the student safely and efficiently prepares the patient for application of cryotherapy, but requires verbal cueing 50% of the time to use proper body mechanics for self protection.
Sample comments regarding quality…

• Physical Agents and Mechanical Modalities
  – Student demonstrates acquisition of skill in application of cryotherapy on patients with simple conditions.

• Safety
  – Student fails to employ body mechanics 50% of the time; able to demonstrate knowledge of body mechanics upon request.
Complexity: Represents the number of elements that must be considered relative to the task, patient, and/or environment.

- A complex patient is one who presents with multiple co-morbidities, multi-system involvement, needs for extensive equipment, multiple lines, cognitive impairments, and/or multifaceted psychosocial needs.
- As the student progresses through clinical experiences, the level of complexity of tasks, patient impairments, and the environment should increase, with fewer elements being controlled by the CI.
Using the same scenario, what would you document regarding complexity for …

- The Physical Agents and Mechanical Modalities performance criterion?
- The Safety performance criterion?

SCENARIO: You are supervising a PTA student during her first clinical education experience (4 weeks in length) in an outpatient setting. You observe that the student safely and efficiently prepares the patient for application of cryotherapy, but requires verbal cueing 50% of the time to use proper body mechanics for self protection.
Possible written comments for complexity...

- The student demonstrates skill in relatively simple task of cryotherapy and is prepared to move to more complex interventions.
- The student applies safety precautions with simple interventions.
Consistency: Refers to the frequency of occurrences of desired behaviors related to the performance criterion.

- As student progresses through clinical experiences, consistency of effective performance is expected to progress from infrequently to routinely.
Documenting Consistency

• Using the same scenario, how would you document consistency in the Physical Agents and Mechanical Modalities and Safety performance dimensions?

SCENARIO: You are supervising a PTA student during her first clinical education experience (4 weeks in length) in an outpatient setting. You observe that the student safely and efficiently prepares the patient for application of cryotherapy, but requires verbal cueing 50% of the time to use proper body mechanics for self protection.
Sample written comments for consistency

- **Physical Agents and Mechanical Modalities**
  - The student demonstrates consistent skill in providing cryotherapy interventions.

- **Safety**
  - The student demonstrates proper body mechanics and lifting techniques during patient interventions 50% of the time.
Efficiency: Relates to the student’s ability to perform in a cost-effective and timely manner.

As the student progresses through clinical experience, efficiency progresses from a high expenditure of time and effort to economical and timely performance.

Student productivity is one way to evaluate efficiency of the student’s clinical performance.
Documenting Efficiency…

Using the same cryotherapy scenario, how would you document efficiency in the Physical Agents and Mechanical Modalities and Safety performance dimensions?

SCENARIO: You are supervising a PTA student during her first clinical education experience (4 weeks in length) in an outpatient setting. You observe that the student safely and efficiently prepares the patient for application of cryotherapy, but requires verbal cueing 50% of the time to use proper body mechanics for self protection.
Sample comments regarding efficiency

• Physical Agents and Mechanical Modalities
  – The student efficiently provides cryotherapy interventions.

• Safety
  – The student is not efficient in use of body mechanics due to required verbal correction for errors.
The Performance Dimensions are:

- Applicable for all performance criteria at all levels of clinical education.
- The basis for the mid-experience and final written comments.
- Used to determine where to mark the student performance on the rating scale.
Let’s Review…

*Match the sample comment to the performance dimension(s).*

- Student consistently performing at 80% of PTA caseload.
- Student is independent in gait and transfer training with simple and complex patients.
- Student no longer requires supervision to manage time efficiently.
- Student demonstrates excellent communication skills with patient and caregivers with no verbal prompting from clinical instructor.

1. Supervision/Guidance
2. Quality
3. Complexity
4. Consistency
5. Efficiency
As you may have already concluded, one solid comment may address multiple performance dimensions!

- Student consistently performing at 80% of PTA caseload. [Consistency, Efficiency]

- Student is independent in gait and transfer training with simple and complex patients. [Supervision/Guidance, Consistency, Quality, Complexity]

- Student no longer requires supervision to manage time efficiently. [Supervision/Guidance, Efficiency]

- Student demonstrates excellent communication skills with patient and caregivers with no verbal prompting from clinical instructor. [Quality, Supervision/Guidance]
Keeping in mind the 5 Performance Dimensions, determine if the following comments are useful to the ACCE and/or the student:

- Student is improving.
- This student doesn’t seem to know as much as previous students from your program.
- The student is easy going.
- The student has been late to the clinic.
- Student wants more time with patients.
Were these comments as useful as the previous group? Why or why not?

- **Student is improving.** This could be any of the performance dimensions. There isn’t enough information to know what the CI meant.
- **This student doesn’t seem to know as much as previous students from your program.** This could be Quality. The benchmark should be expectation of an entry-level PTA.
- **The student is easy going.** This could be reflective of Quality if this is a valued trait in this clinic.
- **The student has been late to the clinic.** Once? 10 times? There isn’t enough information here for the statement to be useful to determine consistency of the behavior.
- **Student wants more time with patients.** This could be a positive or negative, depending on the context. Either way, there is not enough information to know what performance dimension is being addressed.
Warning!

- HIPAA applies to student performance evaluations in the clinic. Therefore, there can be NO patient identifiers in any of the written comments.
Let’s review…

SCENARIO: At mid-experience for a final clinical experience, the CI observes that the student requires supervision 75% of the time to properly apply NMES. The student has difficulty locating common motor points, explaining the effects and benefits to the patient, adjusting the intensity to assure maximum benefit, and following up with the appropriate muscle testing position for data collection on the effectiveness of the intervention for patients with simple conditions. As a result, the student is not able to complete the patient intervention in the typical time allotted.
What’s Next?

• In module one, we learned about the 14 performance criteria, red flags, and essential skills.

• In the module two, we learned about the performance dimensions and how to use them to write quality mid-experience and final comments.

• If you still have questions about any of the items above, go back to that page of the module and review. Otherwise, let’s move on to using the rating scale and anchor definitions described in module 3.
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Module 3: Rating Scale and Anchor Definitions
Welcome Back to the PTA CPI online training course!

• At the end of this module, you will be able to:

  – Describe the continuum of performance that is reflected in the rating scale.
  – Appropriately mark the rating scale to describe a student’s clinical performance at mid-experience and final evaluations.
  – Use the anchor definitions to guide the mid-experience and final evaluation marks on the rating scale.
The PTA CPI Rating Scale and Anchors

- The rating scale is a categorical, ordered scale with specific criteria called anchors within each category.
- There are five anchors – Beginning, Advanced Beginner, Intermediate, Advanced Intermediate, and Entry-level Performance.
- The scale allows progress to be visually apparent for each category.
The Rating Scale

Move the slider to the appropriate point on the rating scale taking into consideration the anchor definitions, which will be provided in the following slides. To place the slider at the appropriate point in the scale, you must rate the overall performance of the student on or between the anchor definitions.
Beginning Performance

- Student requires **direct personal supervision** 100% of the time working with patients with constant monitoring and feedback, even with patients with **simple conditions**.
- Performance of essential skills is **inconsistent** and clinical problem solving is performed in an **inefficient** manner.
- Performance reflects **little or no experience** in application of essential skills with patients.
- Student does not carry a patient care **workload** with the clinical instructor (a PTA directed and supervised by a physical therapist assistant or a physical therapist).
- **This is the expected level of performance for a student in the beginning of their first clinical experience.**
Advanced Beginner Performance

- 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**.

- Student demonstrates **consistency** in developing **proficiency** with simple tasks, clinical problem solving, interventions, and related data collection, but is unable to perform more complex tasks, clinical problem solving, interventions/data collection without assistance.

- May begin to share the patient care **workload** with the clinical instructor.
Intermediate Performance

- 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.

- Student is **proficient** with simple tasks, clinical problem solving, and interventions/data collection and is developing the ability to **consistently** perform more complex tasks, clinical problem solving, and interventions/data collection.

- Student is capable of maintaining 50% of a full-time PTA’s patient care **workload**.
Advanced Intermediate Performance

• Student requires clinical supervision less than 25% of the time working with new patients or patients with complex conditions and is independent working with patients with simple conditions.

• Student is consistent and proficient in simple tasks, clinical problem solving and interventions/data collection and requires on occasional cueing for more complex tasks, clinical problem solving and interventions/data collection.

• The student is capable of maintaining 75% of a full-time PTA’s patient care workload.
Entry-level Performance

- Student is capable of completing tasks, clinical problem solving, and interventions/data collection for patients with simple or complex conditions under general supervision of the physical therapist.

- At this level, the student is consistently proficient and skilled in simple and complex tasks, clinical problem solving, and interventions/data collection.

- Student consults with others to resolve unfamiliar or ambiguous situations.

- Student is capable of maintaining 100% of a full-time PTA’s patient care workload in a cost effective manner with the direction and supervision of the physical therapist.
With Distinction Box

• Many PTAs enter their PTA education with life experiences that contribute to their learning, including in clinical education.

• For students who are demonstrating skills that are beyond what is normally expected of an entry-level PTA (new graduate) it is appropriate to check the With Distinction Box.
Let’s review with the following example of a student at the end of a clinical:

**SCENARIO:** The student is observed consistently listening attentively to the patient and talking to the patient in language that the patient can understand. The student requires verbal cueing to successfully describe the effects of the planned interventions with patients with complex conditions 25% of the time. Student consistently communicates well with the physical therapist regarding the patient’s condition and response to treatment. Student is able to accurately and efficiently inform the physical therapist 75% of the time when the data collected indicates that the goal of the intervention has been met. Student requires assistance 25% of the time to identify the most appropriate health care worker to communicate changes in the patient’s status.
Which of the performance dimensions are addressed in the example comment?

**SCENARIO:** The student is observed consistently listening attentively to the patient and talking to the patient in language that the patient can understand. The student requires verbal cueing to successfully describe the effects of the planned interventions with patients with complex conditions 25% of the time. Student consistently communicates well with the physical therapist regarding the patient’s condition and response to treatment. Student is able to accurately inform the physical therapist 75% of the time when the data collected indicates that the goal of the intervention has been met. Student requires assistance 25% of the time to identify the most appropriate health care worker to communicate changes in the patient’s status.
A Supervision/Guidance, Quality, Complexity, Consistency, and Efficiency

The student is observed consistently listening attentively to the patient and talking to the patient in language that the patient can understand. The student requires verbal cueing to successfully describe the effects of the planned interventions with patients with complex conditions 25% of the time. Student consistently communicates well with the physical therapist regarding the patient’s condition and response to treatment. Student is able to accurately and efficiently inform the physical therapist 75% of the time when the data collected indicates that the goal of the intervention has been met. Student requires assistance 25% of the time to identify the most appropriate health care worker to communicate changes in the patient’s status.
How are you doing?

If you are still not clear on how to use the rating scale and/or anchor definitions, go back and review Section 3.
If all is well, proceed to Section 4.
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Module 4: Significant Concerns and Summative Comments
Welcome Back to the PTA CPI online training course!

• At the completion of Module 4, the participant will be able to:
  – Describe how to use the Significant Concerns Box.
  – Appropriately use the Summative Comments section to summarize the student’s strengths, areas to develop, additional comments, and recommendations for future growth and development.
SCENARIO: Rhonda is a PTA student in her last full-time clinical education experience. She is working with a patient who is progressively less responsive, both verbally and with eye contact. Rhonda transfers the patient safely back into the wheelchair and takes her to the nurses’ station, which is unattended. Rhonda leaves the patient at the unattended nursing station and returns to the physical therapy gym to care for her next patient.

Would this example fall within one of the red flag performance criteria?
If you immediately identified this as a safety issue – a red flag performance criterion, you were correct!

**Significant Concerns:**
If performance on this criterion is unacceptable, check the box and call the ACCE/DCE.

- ☐ Midterm
- ☐ Final

Obviously, the student in this example is more than just failing to meet the CI’s expectation for safety; the student’s choices are putting the patient at risk.
The PTA CPI Significant Concerns Box includes a phone icon to remind the CI to call the ACCE and is an early warning system that should be checked whenever:

1. The student’s performance does not meet the CI’s expectations; and/or
2. The deficits in the observed knowledge, skills, or behaviors place the student at risk for not completing the experience successfully.

- The ACCE must be called to report the concerns and develop a mutually agreed upon plan for improvement.
- The CI must not wait until the mid-experience or final evaluation to contact the ACCE.
When the significant concerns box is checked, written comments are needed to substantiate the concern.

Supporting documentation may include:

- Written specific descriptions of student deficiencies
- Critical incident form
- Anecdotal record
- Weekly/summary planning sheets
- Learning development plan/learning contract
Let’s review…

SCENARIO: Manuel is a PTA student in his final clinical education experience. The physical therapist plan of care for a patient with bilateral trans-tibial prostheses includes gait training with a walker to progress to crutches and then to canes. The patient had progressed to gait training with crutches with minimal assistance from the PTA student when the prosthetist opted to change the foot component on both prostheses to an experimental model. The physical therapist instructed Manuel to continue with gait training per the plan of care. The CI observes Manuel providing moderate assistance during gait training with crutches after the prosthetic adjustment. Manuel then changes the patient’s assistive device to a walker for the remainder of the session.

Now we will use the PTA CPI to document your observation of the student’s performance in this scenario.
Now that you have selected the performance dimension, the next step is to complete the comments section.

Using the same scenario, think about what you would document in the comment section regarding each of the following Performance Dimensions:

- Supervision/guidance
- Quality
- Complexity
- Consistency
- Efficiency
Possible statements include…

• **Supervision/guidance:** Student able to select best assistive device based on patient response with no supervision/guidance from CI.

• **Quality:** Student demonstrates knowledge of decision making process and is skilled in completing the process and implementing change.

• **Complexity:** Student able to problem solve appropriate assistive device in moderately complex situation.

• **Consistency:** There is not enough information from this scenario to comment on consistency.

• **Efficiency:** Student completed problem solving process and implemented solution quickly and efficiently.
Too much writing?

- Remember that each performance dimension does not have to be addressed for each observation.
- Also, performance dimensions can be combined.
- Good observation and documentation skills will reduce the amount of time and space needed for comments.
- *Let’s try documenting this scenario again*…
Clinical Problem Solving:

The student efficiently (efficiency) identified a safety concern, completed the problem solving process, and implemented the best solution (quality) in a moderately complex patient care situation (complexity) with no guidance from the CI (supervision/guidance). The student is now capable of carrying a full workload.
You may be wondering where the CI comments on:

– Overall strengths of the PTA student?
– Areas for further development?
– Recommendations?
– And/or other comments that don’t fit under the 14 performance criteria?
The PTA CPI also includes a Summative Comments section that:

- Provides an opportunity for documentation of the students overall strengths, areas for development, recommendations, and additional comments
- Can be completed at any time and reviewed with the students at least at the mid-experience and final review
- Provides an opportunity to document and discuss specific learning goals and/or activities
- Provides an opportunity to document and discuss a synopsis of the student’s performance in the clinical education setting
Significant Concerns Box and Summative Comments

• If you still have questions about either of these components of the PTA CPI, go back and review Module 4.

• If not, please proceed to the last module of this training program.
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Module 5: Using the Form, Assigning a Grade, and Copyright Laws
Last Section – Module 5: Using the Form, Assigning a Grade, and Copyright Laws

At the completion of Module 5, the participant will be able to:

- Discuss the logistics and timing for the CI to complete the PTA CPI.
- Describe the roles of the CI, CCCE, and ACCE in assigning a grade for a full-time clinical experience.
- Adhere to the copyright laws pertaining to the use of the PTA CPI.
- Adhere to FERPA.
What did you have for lunch last Tuesday?
Did you remember what you had for lunch last Tuesday?

- How much harder would it be to remember what your student did 6 weeks ago relative to all 14 of the Performance Criteria?
- Documenting your observations and the student’s patient’s comments as they occur isn’t just a good idea, it’s essential.
The PTA CPI is also used by the student to self assess his/her performance in the clinical education experience.

Self assessment is important for:

- Defining own strengths and weaknesses.
- Comparing self assessment to CI assessment.
- Identifying areas of no or limited experience to date and planning for future experiences.
- Identifying problem areas with clinical behaviors and planning for change.
At Mid-experience…

• The CI and student use the performance criteria ratings and summative comments to develop a collaborative plan for the remainder of the clinical education experience.
Signatures

The CI, student, and CCCE sign the signature page at mid-evaluation and final evaluation. The signatures attest that all parties have:

– Read and understood the disclaimer and directions;
– Completed online training;
– Completed the student evaluation according to directions and training; and
– Prepared, reviewed, and discussed the evaluation at mid-experience and final evaluations.
Assigning a Grade

- Who’s job is it?
  - CI
  - CCCE
  - ACCE
  - Program Director
The ACCE is responsible for assigning a grade according to academic institution policy based on:

- The completed PTA CPI at the end of the clinical experience.
  - The CI is responsible for completely documenting the student’s use of knowledge, skills, and behaviors during the clinical education experience on all 14 performance criteria.
- Student feedback on the clinical experience
- Additional written documentation from the CI
- Additional verbal information from the CI and student, as requested
- Any additional assignments as required by the academic program
- Additional information from the ACCE’s site visit
Remember that the rating scale is NOT a visual analog scale. That means that the ACCE cannot measure the scale in millimeters or calculate a percentage from the rating scale to determine a grade.
Academic institutions must never bias or influence CI ratings of student performance. It is **inappropriate** for the ACCE to:

- Provide a sample PTA CPI where the minimum performance expectations for the clinical experience have been pre-marked in any way. Pre-marking the form biases the rater and makes the instrument invalid.
- Send an additional page that identifies specific pre-marked expectations on the rating scale.
- Add or delete items from the PTA CPI.
- Require CIs to rate student performance only on selected performance criteria.
Factors to Consider when Assigning a Grade

• Clinical setting and complexity of the environment
• Experience with patients in that setting
• Level of didactic and clinical experience completed within the curriculum
• Expectations of the clinical site
• Expectations of the academic program
• Relative weighting or importance of each performance criterion
• Progression of performance from mid- to final evaluations
• Whether or not a “Significant Concerns” box was checked
• Whether or not a “With Distinction” box was checked
• Congruence between the CI’s written mid- and final evaluation comments, the five performance dimensions, and the ratings provided.
The PTA CPI and Copyright Laws

• The PTA CPI is protected by copyright laws.
• Altering the PTA CPI is a violation of copyright law.
  – Preparing a work based on the CPI by transforming, adapting, abridging, condensing, or otherwise adapting it without APTA’s permission constitutes an infringement of copyright.
  – Any person who infringes on APTA’s copyright in the CPI shall be subject to criminal liability in accordance with §506 (Criminal offenses) of Title 17 and §2319 (Criminal infringement of a copyright) of Title 18 of the United States Code.
  – Therefore, users of the PTA CPI will not alter, add, or revise the tool in any way from the currently published version.
• Participants in the training are required to acknowledge receipt of the copyright information and agree to use the PTA CPI appropriately.
And that’s not all….

- Psychometric properties of the PTA CPI are valid and reliable only if the instrument is used as designed and tested.
You must agree to the following to use the PTA CPI...

- I acknowledge receipt of the copyright information and accept responsibility in using the PTA CPI in a valid and reliable manner.
FERPA

- FERPA is the Family Educational Rights and Privacy Act (1974) (20 U.S.C. § 1232g; 34 CFR Part 99), a federal law that protects the privacy of student education records, which are "those records, files documents, and other materials which 1) contain information directly related to a student; and 2) are maintained by an educational institution."
What does FERPA mean to you?

• In general for students, this means that the college/university cannot release information without your written consent (of course, there are exceptions!). Click here for more information.
Thank you for completing the training module for the PTA CPI!
Please proceed to the **course evaluation final assessment** to satisfactorily complete this course and earn CEUs.

Thank you!