



Performance Assessment System

Clinical Instructor Manual



A Software Design Company

**Welcome to Acadaware's Performance Assessment System
(PAS) Clinical Instructor Manual.**

**This manual will walk you through the PAS step by step.
To access the PAS log into Acadaware.com**

**If you have any questions please email
support@acadaware.com**



acadaware
Academic Software Solutions for
Experiential Learning Programs

Performance Assessment System

Table of Contents

[Getting Started](#)

[Troubleshooting the Set Up Process](#)

[Resetting Your Password](#)

[Creating the Evaluation](#)

[Navigating the Evaluation](#)

[Performance Level Descriptors](#)

[Assessing Monitoring and Correction](#)

[Comment Sections](#)

[Global Ratings](#)

[Saving and Editing the Evaluation](#)

[Comparing CI and Student Evaluations](#)



Performance Assessment System Getting Started

Acadaware access to the Performance Assessment System (PAS)  

 Acadaware Invites <invites@i> 3:30 PM (18 hours ago) ☆  

Greetings!

You have been invited by _____ to join the Acadaware Network. By accepting this invitation, you will have access to the PAS to use for assessing your assigned student. Please click on the "Accept Invitation" link below to establish a user name and password:

After clicking on the "Accept Invitation" link:

1. Use your email address (_____) as your Acadaware user name and your old passwords.
2. You can customize your password after you login.

[Accept Invitation](#)

—
This message was automatically sent by acadaware.com

In order to access the PAS the University will input your contact information in their Acadaware database. The University will then generate a log in request that will be sent to your email address from Acadaware.

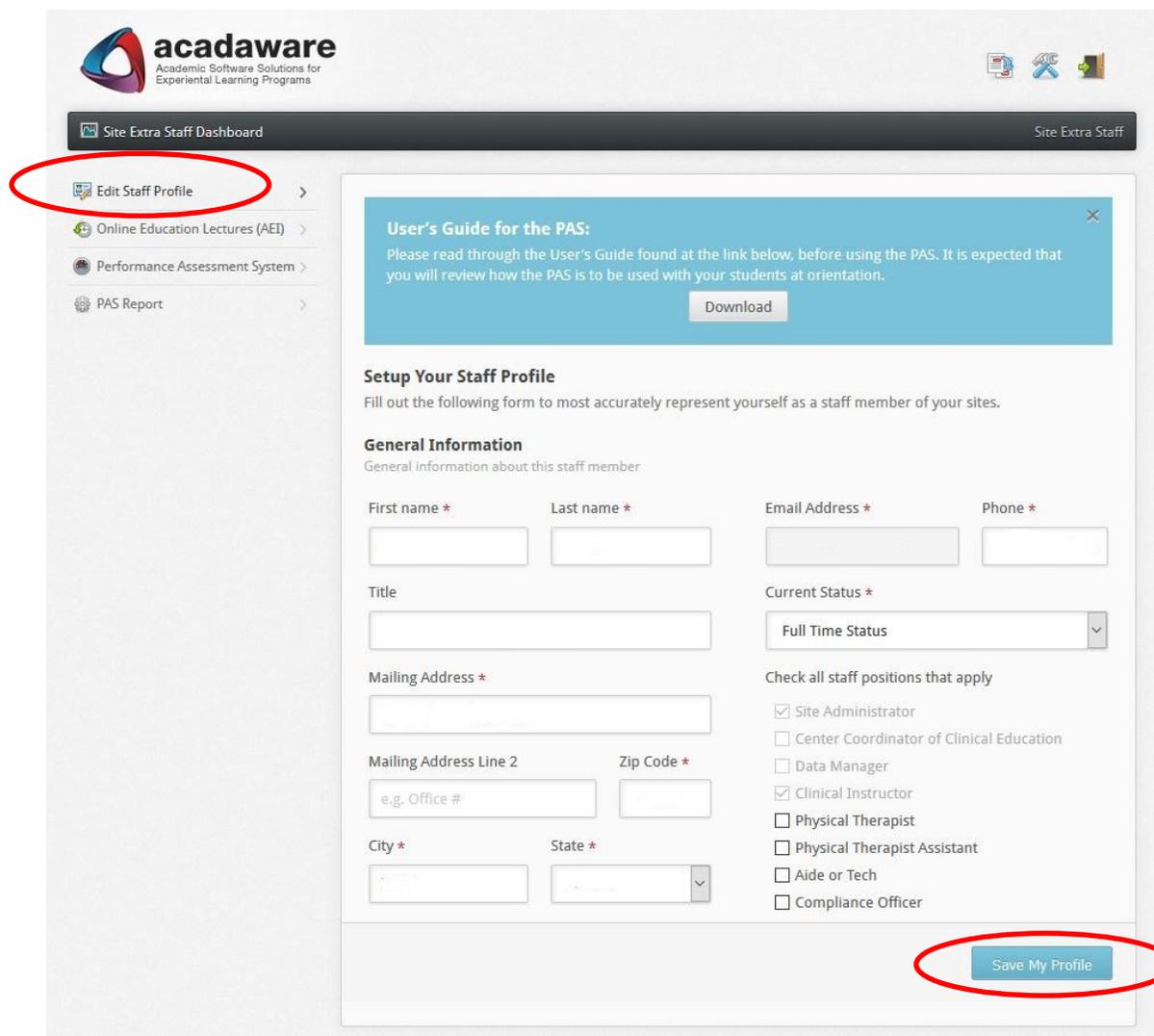
If you are both the CCCE and the CI for your clinical site, you will be using the same email address to access both the CCCE Acadaware dashboard and the CI Acadaware dashboard.

Once you receive the email, simply click on the link to access the log in page.

You'll need to create a password. The password must be at least 8 characters long.



Performance Assessment System Getting Started



acadaware
Academic Software Solutions for
Experiential Learning Programs

Site Extra Staff Dashboard Site Extra Staff

Edit Staff Profile >

Online Education Lectures (AEL) >

Performance Assessment System >

PAS Report >

User's Guide for the PAS:
Please read through the User's Guide found at the link below, before using the PAS. It is expected that you will review how the PAS is to be used with your students at orientation.
[Download](#)

Setup Your Staff Profile
Fill out the following form to most accurately represent yourself as a staff member of your sites.

General Information
General information about this staff member

First name * Last name * Email Address * Phone *

Title Current Status *
Full Time Status

Mailing Address *
Mailing Address Line 2 Zip Code *
e.g. Office #

City * State *

Check all staff positions that apply

- Site Administrator
- Center Coordinator of Clinical Education
- Data Manager
- Clinical Instructor
- Physical Therapist
- Physical Therapist Assistant
- Aide or Tech
- Compliance Officer

[Save My Profile](#)

Once you have access to your account you will need to update your contact information (required fields).

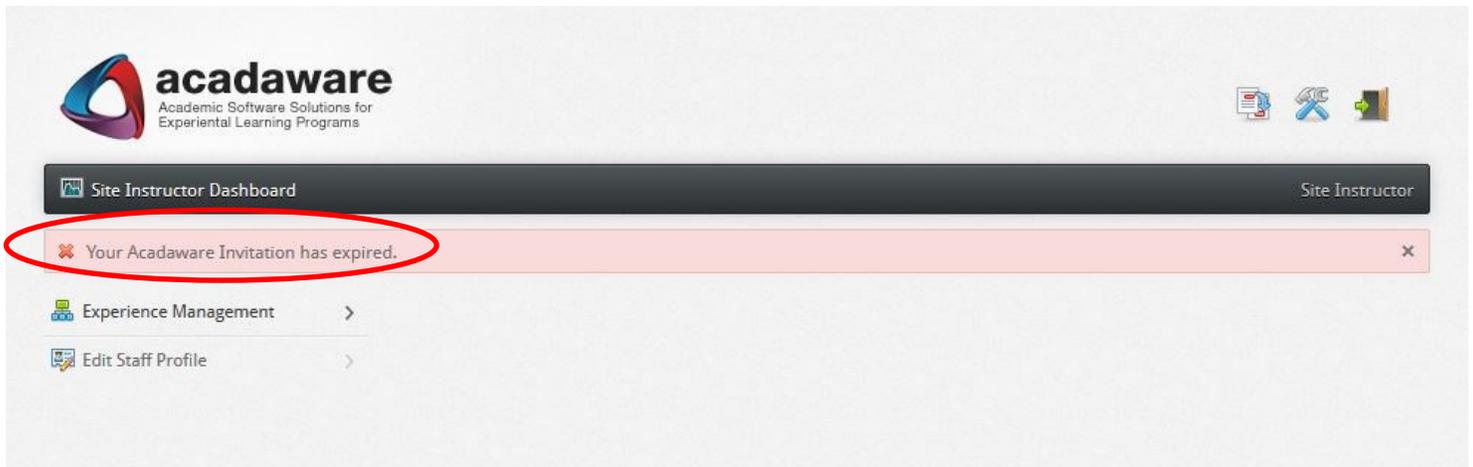
Then click “Save My Profile”.

You can update your Staff Profile at any time by clicking on the Edit Staff Profile link on the top left-hand side.

Keeping your Profile current helps the University fulfill data collection for accreditation purposes.



Performance Assessment System Troubleshooting the Set Up Process

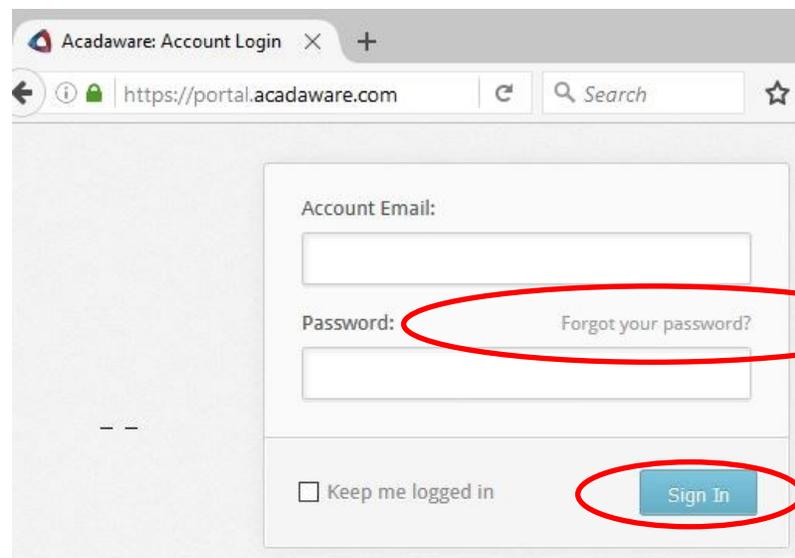


If you receive the following error code you will need to log out by clicking on the door icon in the top right-hand corner of the screen.

Next you'll need to log in using the email address the University set up your account with.

Click on [Forgot Your Password](#).

You will receive a link to set up your new password.





Performance Assessment System

Resetting Your Password

Acadaware Account Password Reset Inbox x  

 **Acadaware Accounts** <accounts> 2:51 PM (6 minutes ago) ☆  

to me ▾

You, or someone else, has requested a password reset for your Acadaware.com account.
If you did not make this request you may ignore this message.

Visit this link to set your Acadaware.com password
<https://portal.acadaware.com/password/change/FGx8UHQKIBr5834bdd99c834-oh2cpl>

This password reset link will expire after 5 hours , after you change your password, or after you've successfully logged in.

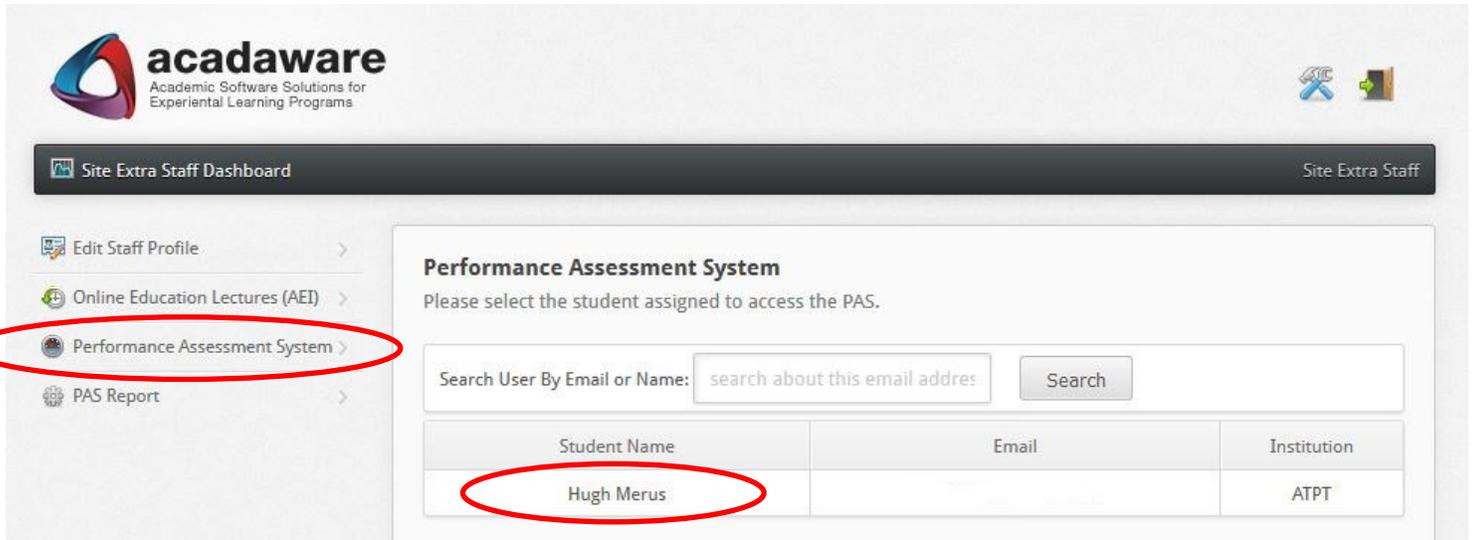
This message was automatically sent by acadaware.com

Once you receive the email, click on the link and reset your password. Passwords must be at least 8 characters long.



Performance Assessment System

Creating the Evaluation



Site Extra Staff Dashboard Site Extra Staff

acadaware Academic Software Solutions for Experiential Learning Programs

Performance Assessment System

Please select the student assigned to access the PAS.

Search User By Email or Name:

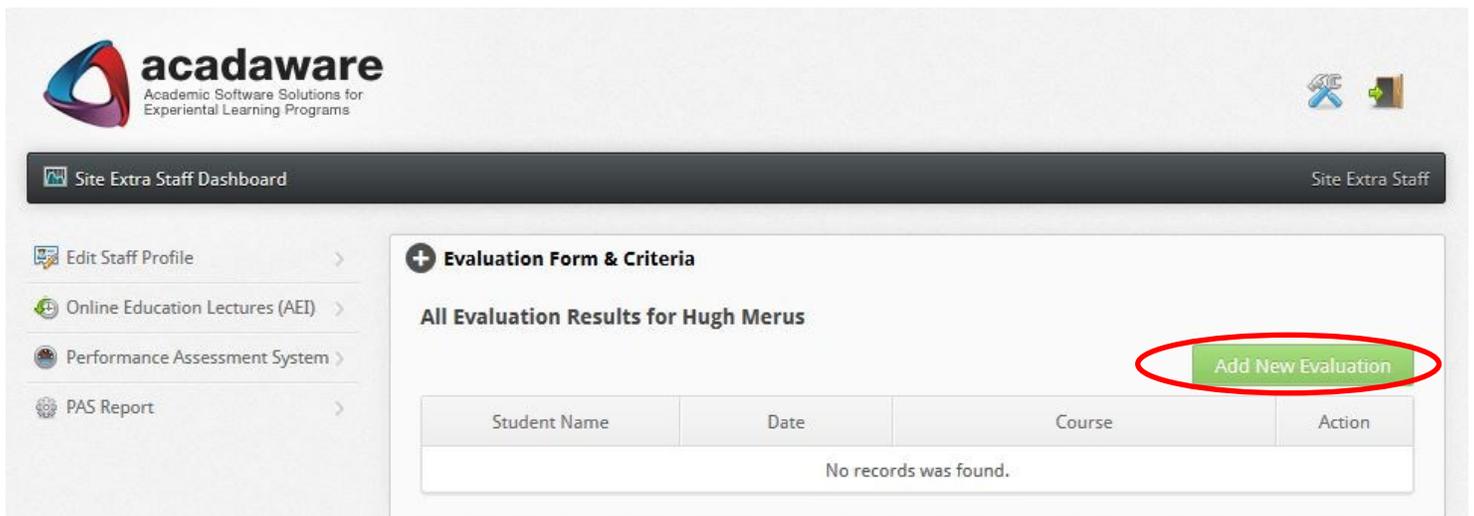
Student Name	Email	Institution
Hugh Merus		ATPT

To access the Performance Assessment System click on the link on the left-hand side of the screen.

It will automatically show you the students that you are paired with in the system.

If you do not see your student's name please contact the University directly.

Click on the student's name to view the evaluation results for that student.



Site Extra Staff Dashboard Site Extra Staff

acadaware Academic Software Solutions for Experiential Learning Programs

+

Evaluation Form & Criteria

All Evaluation Results for Hugh Merus

Student Name	Date	Course	Action
No records was found.			

Click on Add New Evaluation to create the evaluation for this student.



Performance Assessment System

Creating the Evaluation

Site Extra Staff Dashboard Site Extra Staff

[Edit Staff Profile](#) >

[Online Education Lectures \(AEI\)](#) >

[Performance Assessment System](#) >

[PAS Report](#) >

Evaluation Form

Performance Assessment System

Select experience for student evaluation

Student Completed Experiences *

ATPTOCTOBER

Logo Unavailable

Student Information - Hugh Merus
General information about the student

First name	Last name	School
Hugh	Merus	A.T. STILL UNIVERSITY

Number of days absent:

*Blue = MidTerm; Red = Final

1. Professionalism

Includes behaviors expected of a professional health care provider by society, those within the profession and by your organization. (Includes: commitment to core values, patient centered care, ethical practice, legal practice, punctuality, appearance/dress, initiative, flexibility, etc.)

%monitoring and/or correction

100%----- (1) -----75%----- (2) -----50%----- (3) -----25%----- (4) -----5%----- (5) -----0% **5+**

100 %

100 %

Midterm Comments

Final Comments

2. Interpersonal Relations and Communications

Includes the ability to work collaboratively with people of diverse backgrounds; demonstration of appropriate verbal/non-verbal communication, constructive conflict management, sensitivity/respectfulness, open-mindedness lacking in defensiveness; able to adjust to the situation and individual needs of others (culturally aware).

From the Student Completed Experiences drop down box, select the experience associated with the internship you wish to evaluate.

If you are unsure which option to pick, ask the University for clarification.



Performance Assessment System

Navigating the Evaluation

Number of days absent:

***Blue = MidTerm; Red = Final**

1. Professionalism

Includes behaviors expected of a professional health care provider by society, those within the profession and by your organization. (Includes: commitment to core values, patient centered care, ethical practice, legal practice, punctuality, appearance/dress, initiative, flexibility, etc.)

%monitoring and/or correction

100%----- (1) -----75%----- (2) -----50%----- (3) -----25%----- (4) -----5%-- (5) --0% **5+**

64 %

30 %

Midterm Comments

Final Comments

Strengths and/or areas in need of improvement.

There are 10 competency categories that any task a student engages in can be associated with.

Each competency category has a description. These descriptions are not definitive. It is up to the CI and student and in consultation with the academic program DCE/ACCE if necessary, to associate the particular task(s) with the most appropriate competency category.

There are 2 grading scales for each competency category: mid-term (top blue scale) and final (bottom red scale). Students also have an initial evaluation scale to be used to provide a base-line for the student to use to communicate to the CI the amount of correction and/or guidance they expect to need at the start of the clinical experience.

You have the option of sliding the scale, clicking on the scale, and entering a numeric number in the percentage field.

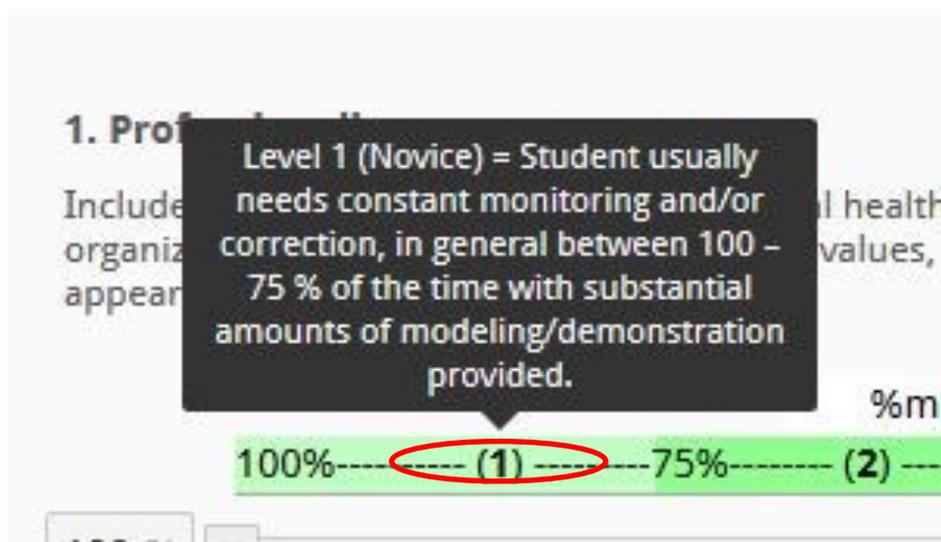
By clicking the check box under 5+ it gives the student the highest rating for that competency.

We recommend you narrow the scale down to which level (1,2,3, etc) and then pinpoint the appropriate percentage.



Performance Assessment System

Performance Level Descriptors



If you hover your mouse over each level it will give you the descriptor for that level.

Level Descriptors:

Level 1 (Novice) = Student usually needs constant monitoring and/or correction, in general between 100 - 75 % of the time with substantial amounts of modeling/demonstration provided.

Level 2 (Developing) = Student needs frequent monitoring and/or correction, in general between 75 - 50% of the time with moderate amounts of modeling/demonstration provided.

Level 3 (Intermediate) = Student needs intermittent monitoring and/or correction, in general between 50 - 25% of the time with occasional modeling/demonstration provided.

Level 4 (Advanced) = Student needs occasional monitoring and/or correction, in general between 25 - 5% of the time, infrequently needs modeling/demonstration. Student frequently practices at a competent level.

Level 5 (Entry-level Competent) = Student rarely if ever needs correction and monitoring (Between 5 - 0%). Mentoring and/or demonstration is typically associated with the unusual, complex patient and/or situation; student appropriately consults for guidance. Performance is competent overall and is consistent with entry-level practice expectations of your facility. Student would be appropriate to practice as a new clinician colleague.

Level 5+ (Mature) = Student is competent and consistently performs beyond entry-level practice expectations. Student is capable of advising and providing consultation to others for some patients and situations. Student would be an asset as a colleague.



Performance Assessment System

Performance Level Descriptors

You should refer to the descriptions of the different Levels (1 through 5+) to generally gauge where the student falls on the scale. Then using either the slide bar, or by entering a number in the box at the left of the scale, decide on the specific percentage of monitoring and/or correction needed for that particular category.

The level of student monitoring should be based on the professional judgment of the licensed physical therapist(s) supervising the student with consideration of the readiness of the student to perform the tasks assigned and with a consideration of the risks and benefits to all those involved. This should be based on student factors, including:

Preparedness of student to handle the relative challenge of the task

Safety concerns for patient and others

Confidence of the student

Student's previous experience with the task, patient population and/or setting

Year of student (1st, 2nd, or 3rd)

Whether early, middle or final clinical experience for the student

External factors, such as supervision requirements dictated by state and federal laws, and organizational policies, willingness and comfort level of a patient (or parent/guardian), should not be a factor for rating a student on the PAS with regards to amount of monitoring provided.



Performance Assessment System

Assessing Monitoring and Correction

When using the PAS, the key considerations are how much monitoring and/or correction a student needs to perform a task to the level expected of a recently graduated, competent, newly licensed clinician.

Correction implies that the student is not on the right track and a change is needed in the student's thinking and/or actions so as to rectify an error; or feedback is needed to improve effectiveness and/or efficiency to the level expected of a newly graduated, competent clinician.

The CI needs to provide corrective feedback on technique, reasoning, strategy, etc. to improve outcome relative to quality and/or efficiency expected of a competent, entry-level clinician.

When assessing the % monitoring and correction a student needs, a CI should not factor in when the CI provides some guidance towards a more effective and/or efficient way to accomplish a task that is beyond entry-level expectations; or, when the feedback provided does not significantly impact effectiveness or efficiency but just provides an alternative way to accomplish a task.



Performance Assessment System

Comment Sections

Midterm Comments		Final Comments	
<input type="text" value="Strengths and/or areas in need of improvement."/>		<input type="text" value="Strengths and/or areas in need of improvement."/>	

Comment sections are available for each competency category at midterm and final. These are not required fields, but are there for the CI and/or student to provide clarifying remarks regarding the reason for and the type of monitoring and/or correction.

If your computer has a microphone you can dictate your comments by clicking on the microphone icon above each comment section.

Be sure to check for dictation errors prior to submitting.



Performance Assessment System

Global Ratings

Global Ratings

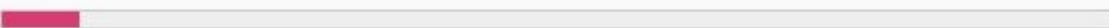
1. Please assess the % of time the student needs monitoring and/or correction in general.

Global rating #1 will automatically average competencies 1-10. Check box if you want to manually determine the % monitoring and correction in general.

%monitoring and/or correction

100%----- (1) -----75%----- (2) -----50%----- (3) -----25%----- (4) -----5%-- (5) --0%

96.4 % 

93 % 

2. Please rate the level of agreement with the following statement: In general, the student's performance is appropriate for his/her level of education.

Midterm				Final			
Strongly disagree	Disagree	Agree	Strongly Agree	Strongly disagree	Disagree	Agree	Strongly Agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Midterm Comments 				Final Comments 			
<input type="text" value="Strengths and/or areas in need of improvement."/>				<input type="text" value="Strengths and/or areas in need of improvement."/>			

There are two global assessment items. Global assessment #1 uses the same scale - assessing the % of time the student needs monitoring and/or correction, but asks to consider the overall, collective performance, or, in general.

The scale will automatically take the average of all 10 competency categories. If the user would like to weight the analysis differently, there is a manual override box that can be checked.

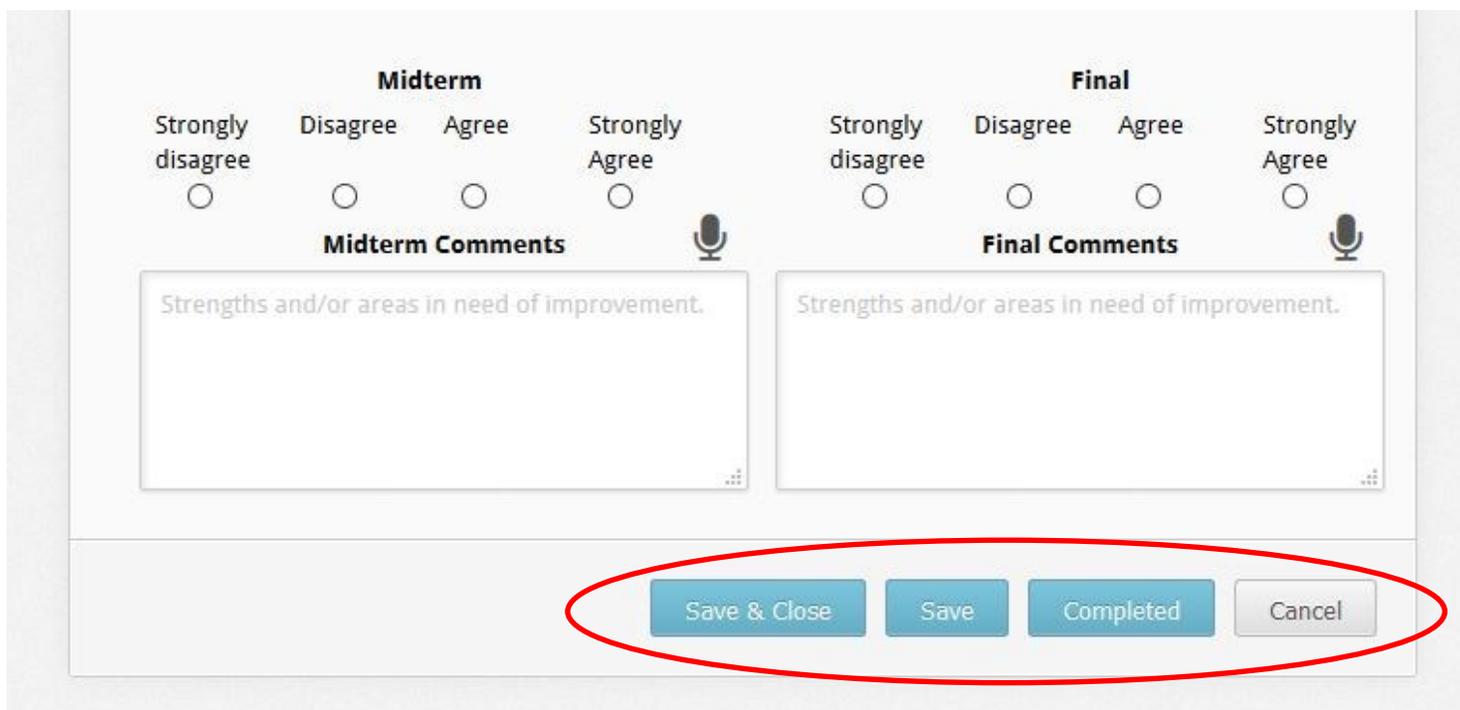
Global assessment #2 asks to assess the student's performance in general also, but the reference point is to what would be expected for where they are in the educational process, instead of a competent entry-level practice reference point.

Comment sections exist at the end of the PAS to provide summative remarks at midterm and final. These are required fields. Comments should include the student's strengths and aspects of performance needing improvements. Midterm comments should also include priority goals for the second half of the experience.



Performance Assessment System

Saving and Editing the Evaluation



The screenshot displays two evaluation sections: 'Midterm' and 'Final'. Each section has four radio buttons for 'Strongly disagree', 'Disagree', 'Agree', and 'Strongly Agree'. Below each set of radio buttons is a text area for 'Midterm Comments' and 'Final Comments' respectively, with a microphone icon. The text area contains the placeholder text 'Strengths and/or areas in need of improvement.' At the bottom of the form, four buttons are visible: 'Save & Close', 'Save', 'Completed', and 'Cancel'. The first three buttons are highlighted with a red oval.

At the bottom of the evaluation you'll see several options for closing out of the evaluation.

Save & Close—Use this option if you will be going back into the evaluation to edit.

Save— Use this option to save the updated information without closing the evaluation.

Complete—Use this option after you have reviewed the final evaluation with your student.*

Cancel— Use this option to close out of the evaluation without saving any updated information.

***Please note: Once you click Complete the evaluation cannot be edited. Once you have reviewed the final evaluation with the student then you can submit Complete. If you did need to go back and edit after clicking Complete you'll need to contact the University and request that they reopen the evaluation.**



Performance Assessment System

Comparing CI and Student Evaluations

+ Evaluation Form & Criteria

All Evaluation Results for Hugh Merus

Student Name	Date	Course	Action
Hugh Merus	November 22nd, 2016	October Internship	 

From the Performance Assessment System menu, click on the student's name.

Next to their evaluations you'll see two Action options:

Edit Evaluation—opens the evaluation so you can edit it.

Compare PAS Evaluation— opens a side by side comparison of the CI and Student evaluations.

