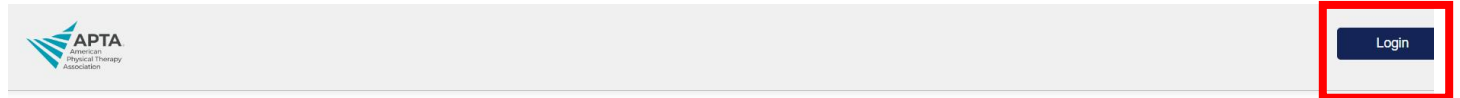


PT and PTA Clinical Instructors User Guide

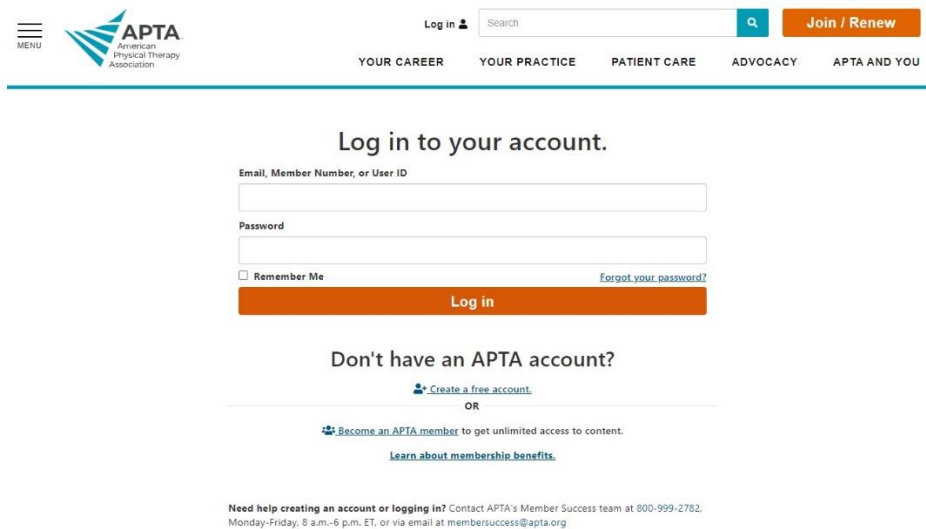
Login

1. Go to <https://cpi.apta.org>
2. Click **Login**.



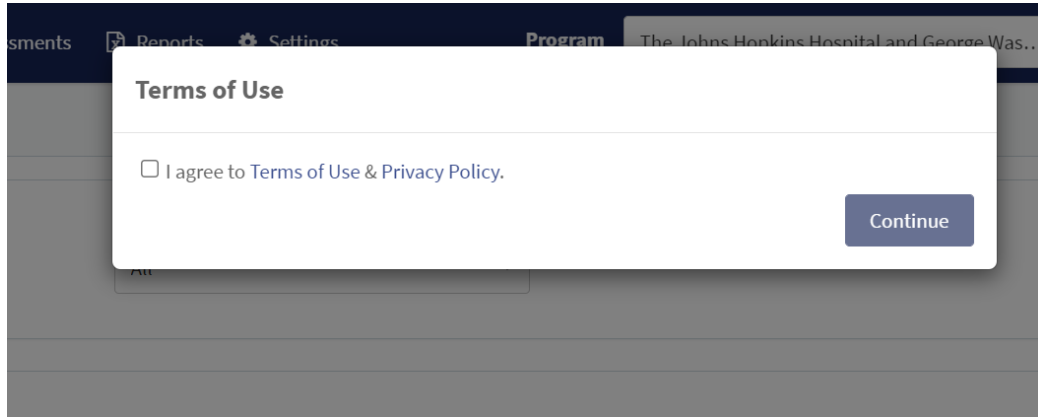
Welcome to APTA's Clinical Performance Instrument 3.0! To troubleshoot login issues, contact APTA's Member Success team at membersuccess@apta.org. For questions about the instrument contact CPI@apta.org or call 703-706-8582.

3. Log in to your account using your APTA login credentials.

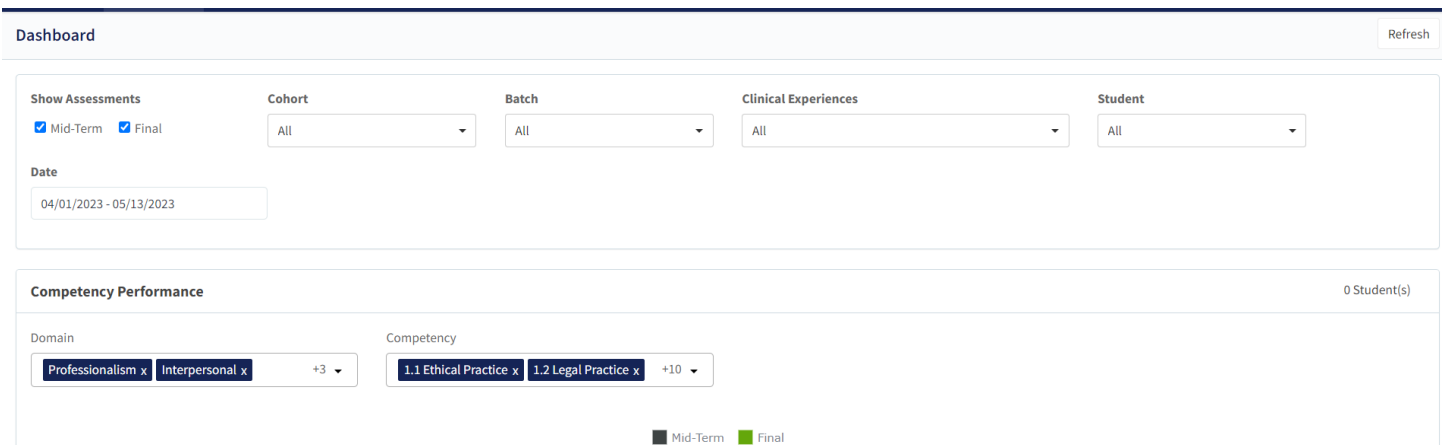


For login issues: Email [APTAMember Success](mailto:APTAMemberSuccess) or call 800-999-2782 or 703-684-2782.

4. Agree to the **Terms of Use**.






5. The **Dashboard** appears.



Menu Options



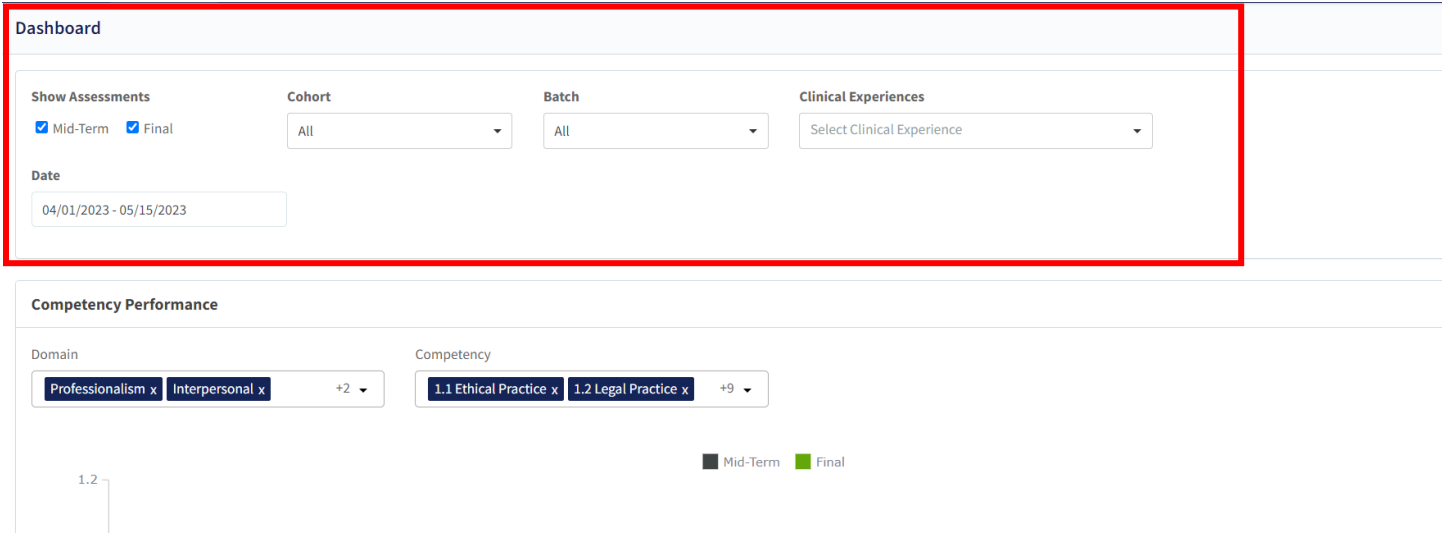
Dashboard

	Click to enter/exit full screen .
	Click to access User Guides .
	Click your User Profile photo to: <ul style="list-style-type: none"> • Update your user profile • Log Out of the system

Dashboard

The Competency.AI dashboard shows a comprehensive and dynamic view of student competency levels.

Use the dashboard filters to sort information by Mid-Term or Final Assessment, Cohort, Batch, Clinical Experience and Student.



The screenshot displays the Competency.AI dashboard interface. At the top, a red-bordered box highlights the 'Dashboard' section, which includes filters for 'Show Assessments' (Mid-Term and Final), 'Cohort' (All), 'Batch' (All), 'Clinical Experiences' (Select Clinical Experience), and a 'Date' range (04/01/2023 - 05/15/2023). Below this, the 'Competency Performance' section shows selected domains (Professionalism x, Interpersonal x) and competencies (1.1 Ethical Practice x, 1.2 Legal Practice x). A legend indicates that black bars represent 'Mid-Term' and green bars represent 'Final' assessments. A score of 1.2 is visible for the 1.2 competency.

Select specific Domains and Competencies and mouse-over to see the score for each competency for additional information.

PT/PTA Assessment

PT/PTA Assessments are assigned by the DCE.

Use PT/PTA Assessments complete or review assessments and track assessment completion progress.

The screenshot shows the 'PT Assessments' dashboard. At the top, the navigation bar includes 'Dashboard', 'PT Assessments', 'PT Reports', 'Clinical Site Profile', 'Settings', and 'My Notes'. The user is logged in as 'Record, Test' at the 'University of Neurologic Residency'. The 'Assessments' section has a 'Mid-Term' filter selected. The 'Assessments Overall Status' shows 25% completion, with 1 assessment complete and 2 pending. The table below lists four assessment entries:

Clinical Experience	Student	Cohort / Batch	Due Date	Status	Shared	Assigned CI	Assessed On	Self Assessm...	Action
Sidney Kimmel Medical College (05/09/2023 - 05/29/2023)	Konojia, Sonia something@apta.org	2023 / Batch 1 2023	05/15/2023	Not Started		Pisapati, Sowjanya testing5@verizon.net		Not Started	Start Faculty Assessment
Sidney Kimmel Medical College (05/09/2023 - 05/29/2023)	Kumar, Prasanna eileenwalsh22@apta.org	2023 / Batch 1 2023	05/15/2023	Not Started		Bloom, Joe test@gmail.com		Not Started	Start Faculty Assessment
Site 4 (05/23/2023 - 06/27/2023)	Nigam, Vivek testing@verizon.net.nul	2023	07/05/2023	In Progress		Bloom, Joe test@gmail.com	05/10/2023	In Progress	Continue Faculty Assessment
Site 4 (05/23/2023 - 06/27/2023)	Record, Test eileenwalsh@apta.org.nul4	2023	06/30/2023	Complete	Share with Student		05/10/2023	Complete	View Faculty Assessment View Student Assessment

Start, Continue or View Assessments

APTA Rubric evaluations have been created and mapped by APTA administrators. Click the Action for your selected student to Start or Continue an assessment. If the assessment is complete, click the Action to View the assessment.

This screenshot is identical to the one above, but with a red box highlighting the 'Action' column for each row. The actions available are: 'Start Faculty Assessment' for 'Not Started' status, 'Continue Faculty Assessment' for 'In Progress' status, and 'View Faculty Assessment' and 'View Student Assessment' for 'Complete' status.

Verify the student's name and evaluation, then complete the rubric by selecting the appropriate response for each criterion.

APT A Dashboard PT Assessments PT Reports Clinical Site Profile Settings My Notes University of Neurologic Residency Record, Test

MidTerm - Konojia, Sonia Pending

Criteria	Beginning Performance	Advanced Beginner Performance	Intermediate Performance	Advanced Intermediate Performance	Entry-Level Performance	Beyond Entry-Level Performance
Professionalism 1.1: Ethical Practice	<ul style="list-style-type: none"> Acknowledges that there are ethical practice standards by which they should abide. Identifies obvious unethical behaviors that occur in the clinical setting. Identifies, acknowledges, 	<ul style="list-style-type: none"> Acknowledges that there are ethical practice standards by which they should abide. Identifies obvious unethical behaviors that occur in the clinical setting. Identifies, acknowledges, and accepts responsibility for their actions. 	<ul style="list-style-type: none"> Articulates most of the policies and procedures of their clinical practice setting (e.g., OSHA, HIPAA). Articulates most of the elements of the Code of Ethics for the Physical Therapist. 	<ul style="list-style-type: none"> Articulates most of the policies and procedures of their clinical practice setting (e.g., OSHA, HIPAA). Articulates most of the elements of the Code of Ethics for the Physical Therapist. Reports clinical errors without prompting from the CI. 	<ul style="list-style-type: none"> Abides by the policies and procedures of the clinical practice setting (e.g., OSHA, HIPAA). Adheres to the elements of the Code of Ethics for the Physical Therapist. 	<ul style="list-style-type: none"> Abides by the policies and procedures of the clinical practice setting (e.g., OSHA, HIPAA). Adheres to the elements of the Code of Ethics for the Physical Therapist. Consistently identifies unethical behaviors.
Professionalism 1.2: Legal Practice	<ul style="list-style-type: none"> Acknowledges that there are legal and professional practice standards by which they should abide. Identifies obvious violations of legal and professional practice standards 	<ul style="list-style-type: none"> Acknowledges that there are legal and professional practice standards by which they should abide. Identifies obvious violations of legal and professional practice standards performed by others in the clinical setting. 	<ul style="list-style-type: none"> Articulates most of the legal and professional practice standards related to patient/client care, including federal, state, and institutional regulations. Gathers some objective 	<ul style="list-style-type: none"> Articulates most of the legal and professional practice standards related to patient/client care, including federal, state, and institutional regulations. Gathers some objective information to support questions regarding perceived illegal activity observed in the clinical practice 	<ul style="list-style-type: none"> Practices according to legal and professional standards, including federal, state, and institutional regulations Readily identifies violations of legal and professional practice 	<ul style="list-style-type: none"> Practices according to legal and professional standards, including federal, state, and institutional regulations related to patient/client care. Readily identifies violations of legal and professional practice standards. Gathers objective information to
Professionalism 1.3: Professional Growth	<ul style="list-style-type: none"> Seeks guidance from CI for steps to improve their clinical performance and/or clinical practice knowledge. Participates in planning to improve clinical performance and/or clinical practice 	<ul style="list-style-type: none"> Seeks guidance from CI for steps to improve their clinical performance and/or clinical practice knowledge. Participates in planning to improve clinical performance and/or clinical practice knowledge. Develops and prioritizes several short- 	<ul style="list-style-type: none"> Identifies areas of strength and areas for growth in an effort to improve their clinical performance and/or clinical practice knowledge. Identifies educational opportunities and resources that 	<ul style="list-style-type: none"> Identifies areas of strength and areas for growth in an effort to improve their clinical performance and/or clinical practice knowledge. Identifies educational opportunities and resources that are relevant to their clinical setting. 	<ul style="list-style-type: none"> Self-assesses their clinical performance in an effort to improve patient/client care. Seeks out evidence-based research. Recognizes when referral to or consultation with 	<ul style="list-style-type: none"> Self-assesses their clinical performance in an effort to improve patient/client care. Seeks out evidence-based research. Recognizes when referral to or consultation with individuals with greater experience/expertise is

Add criteria level comments on **Areas of Strength**, **Areas for Development** and **Remediation Plans** by clicking the comment icon for each criteria. Then **Save**.

APT A Dashboard PT Assessments PT Reports Clinical Site Profile Settings My Notes University of Neurologic Residency Record, Test

MidTerm - Konojia, Sonia Pending

Comments

Areas of Strength Areas for Development Remediation/Performance Optimization Plan

Sonia is very well versed in HIPPA and OSHA standard and properly relayed appropriate information to her client

Cancel Save

Scroll to the end of the rubric to add comments for an **Overall Summary** and **Performance Concerns**.

Check the Send Email to DCE box to send an email notification to the DCE when you have a Significant Concern. Note: The email will be automatically sent when “Save as Draft” or “Submit” is clicked. These comments will be shared with the students after the DCE/ADCE reviews them.

The screenshot shows the 'MidTerm - Konoja, Sonia' assessment page in 'Pending' status. It features a table with rubric criteria for '5.1: Guiding and Coordinating Support Staff'. Below the table, there are two text input areas: 'Overall Summary (Please include the student's strengths and areas for further development.)' and 'Performance Concern(s), Unsafe Event(s), Incident(s) to be Recorded'. A checkbox labeled 'Send Email to DCE' is located below these areas. A note explains that an email will be sent to the DCE when 'Save as Draft' or 'Submit' is clicked. At the bottom, a message states that once 'Submit' is clicked, the CPI 3.0 is complete and no further edits are allowed.

Save your Rubric

Save As Draft allows you to save an incomplete rubric without publishing it to other areas in Competency.AI. Rubrics saved as a draft will remain in **pending** status until edits are complete and submitted.

Submit Once you click submit the rubric is **complete**. You will not be able to make any edits. Please review your comments and selections carefully, then click **Submit**.

Back brings you back to the PT Assessments page. **CHANGES WILL NOT BE SAVED**

This close-up shows the navigation controls at the bottom of the interface. The 'University of Neurologic Residency' is selected in the dropdown menu. The 'Record, Test' dropdown is also visible. The three main action buttons are 'Back' (with a left arrow icon), 'Save as Draft' (with a floppy disk icon), and 'Submit' (with a floppy disk icon). The 'Back' button is highlighted with a red border, 'Save as Draft' with a yellow border, and 'Submit' with a green border.