

## ACP 2.0 Evaluation Guidelines for a Role Emerging / Research / Administrative Placement

Students enrolled in entry-level physiotherapy programs in Canada may have the opportunity to complete a clinical placement in which the main focus of the placement is not traditional clinical skills (i.e. role emerging / research / administrative placements). It is recognized that in these placements the ACP 2.0 anchor descriptors may become difficult to apply. The table below provides samples of evaluation criteria and development across the progression for the physiotherapy student and their clinical instructor. This table is a guide only; placement specific questions and concerns should be directed to the DCE where the student is enrolled.

Consider the student's performance across these dimensions:  
 QUALITY OF CARE • SUPERVISION/GUIDANCE REQUIRED • CONSISTENCY OF PERFORMANCE • COMPLEXITY OF TASKS • EFFICIENCY OF PERFORMANCE



	Beginner	Advanced Beginner	Intermediate	Advanced Intermediate	Entry Level	With Distinction
ACP Anchor Descriptor	<p>The student requires close supervision 90-100% of the time managing patients with constant monitoring, even with patients with simple conditions</p> <p>The student requires frequent cueing and feedback</p> <p>Performance is inconsistent and clinical reasoning is performed at a very basic level</p> <p>The student is not able to carry a caseload</p>	<p>The student requires clinical supervision 75% to 90% of the time managing patients with simple conditions and 100% of the time managing patients with complex conditions</p> <p>The student demonstrates consistency in developing proficiency with simple tasks (e.g., chart review, goniometry, muscle testing and simple interventions)</p> <p>The student initiates but is inconsistent with comprehensive assessments, interventions, and clinical reasoning</p> <p>The student will begin to share a caseload with the clinical instructor</p>	<p>The student requires clinical supervision less than 50% of the time managing patients with simple conditions and 75% of the time managing patients with complex conditions</p> <p>The student is proficient with simple tasks and is developing the ability to consistently perform comprehensive assessments, interventions, and clinical reasoning.</p> <p>The student is capable of maintaining ~ 50% of a full-time physical therapist's caseload</p>	<p>The student requires clinical supervision less than 25% of the time managing new patients or patients with complex conditions and is independent managing patients with simple conditions</p> <p>The student is consistent and proficient in simple tasks and requires only occasional cueing for comprehensive assessments, interventions, and clinical reasoning</p> <p>The student is capable of maintaining ~75% of a full-time physical therapist's caseload</p>	<p>The student requires infrequent clinical supervision managing patients with simple conditions and minimal guidance/supervision for patients with complex conditions</p> <p>The student consistently performs comprehensive assessments, interventions and clinical reasoning in simple and complex situations. The student consults with others and resolves unfamiliar or ambiguous situations</p> <p>The student is capable of maintaining at minimum 75% of a full-time physical therapist's caseload in a cost-effective manner</p>	<p>The student is capable of maintaining 100% of a full-time physical therapist's caseload without clinical supervision or guidance, managing patients with simple or complex conditions, and is able to function in unfamiliar or ambiguous situations. In addition, the student demonstrates at least one of the criteria listed below:</p> <p>The student is consistently proficient at comprehensive assessments, interventions and clinical reasoning</p> <p>The student willingly assumes a leadership role for managing patients with more complex conditions or difficult situations</p> <p>The student is capable of supervising others</p> <p>The student is capable of serving as a consultant or resource for others</p> <p>The student actively contributes to the enhancement of the clinical facility or service with an expansive view of physical therapy practice and the profession</p>

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<p><b>Domain 1:</b> <b>Physiotherapy Expertise</b> <i>As experts in mobility and function, physiotherapists use clinical reasoning that integrates unique knowledge, skills, and attitudes to provide quality care and enhance the health and wellbeing of their clients.</i></p>	<p>After a site orientation, the student requires a significant amount of cueing and direction to consult with all members of the research team/organization who may influence or interact with the student throughout the placement. Significant direction is required to identify appropriate learning resources and background information; once identified student is independent in review.</p>	<p>After site orientation, the student may require frequent cueing and direction to consult with all members of the research team/organization who may influence the physiotherapy role initially and throughout the placement. Direction is required to identify appropriate learning resources and background information; once identified student is independent in review.</p>	<p>After site orientation, the student can articulate with minimal cueing and direction to consult which members of the research team/organization may influence the physiotherapy role. Throughout the placement infrequent reminders may be required to reconnect with team members as needed. After project orientation, infrequent direction is required to identify appropriate learning resources and background information; once identified student is independent in review.</p>	<p>After site orientation, the student can articulate which members of the research team/organization may influence the physiotherapy role; may require assistance in establishing meetings. Throughout the placement rare reminders may be required to reconnect with team members as needed. After project orientation, student can appropriately identify learning resources and background information; once identified student is independent in review.</p>	<p>After site orientation, the student articulates which members of the research team/organization may influence the physiotherapy role and independently establishes meetings with these members. Throughout the placement, the student is able to identify when reconnection with team members is required and initiates these meetings. After project orientation, student appropriately identifies learning resources and background information; once identified, the student is independent in review.</p>	<p>Student comes prepared to the first day of placement having reviewed website/information about the project/organization. During site orientation, the student articulates which members of the research team/organization may influence the physiotherapy role; student independently establishes meetings with these members. Throughout placement, the student is able to identify when reconnection with team members is required and initiates these meetings. After project orientation, student appropriately identifies learning resources and background information; once identified, student is independent in review.</p>
<p><b>1.1 - Employ a client-centered approach</b></p> <p><b>1.2 - Ensure physical and emotional safety of client</b></p>	<p>Student requires quantitative and qualitative measures to be identified by the clinical instructor; if unfamiliar to the student, can independently review documents but requires strong guidance in how to apply measure to the question/task. Key deliverables for the placement are established by the clinical instructor and student. Student is able to recognize when a task/role may be out of scope and knowledge and requests assistance. Student requires direction about how to track project progress throughout placement.</p>	<p>Student requires quantitative and qualitative measures to be identified by the clinical instructor; if unfamiliar to the student, can independently review documents related to the measures, with minimum - moderate guidance in how to apply measure to the question/task. Student is able to recognize when a task/role may be out of scope and knowledge and requests assistance. Key deliverables are mainly established by the clinical instructor, however, student assists in generating questions/objectives. Student requires direction about how to track project progress throughout placement.</p>	<p>After project orientation, the student is able to identify potential measures to evaluate project/role success. Requires discussion with the clinical instructor to identify best measure. If measures are unfamiliar to the student, can independently review documents related to the measures with minimal guidance in how to apply measure to the question/task. After a conversation with the clinical instructor, student proposes key deliverables to CI; these are then refined through discussion. Student is able to recognize when a task/role may be out of scope and knowledge and requests assistance. Student requires direction about how to track project progress throughout</p>	<p>After project orientation, the student is able to identify and discuss appropriate measures to evaluate project/role success. Clinical instructor may assist in refining the list to most applicable through discussion with student. If measures are unfamiliar, the student independently reviews documents and learns how to apply to question/task with minimal guidance. Clinical instructor and student are able to identify key deliverables for the project during a discussion. Student may propose revisions to these deliverables as placement progresses. Student presents and integrates methods for tracking progress and updating project status across the placement period with minimal direction. Student</p>	<p>After project orientation, the student is able to identify and discuss appropriate measures to evaluate project/role success. Student leads discussion with Clinical instructor to refine measures as needed. If measures are unfamiliar, the student independently reviews documents and learns how to apply to the question or task. Student presents and integrates methods for tracking progress and updating project status across placement independently. Clinical instructor and student are able to identify key deliverables for the project during a discussion. Student may propose revisions to these deliverables as placement</p>	<p>Student comes prepared to project orientation to discuss appropriate measures to evaluate project/role success. Student leads discussion with clinical instructor to refine measures as needed. If measures are unfamiliar to the student, the student independently reviews documents and learns how to apply to the question or task. Student presents and integrates methods for tracking progress and updating project status across placement independently. Clinical instructor and student are able to identify key deliverables for the project during a discussion. Student</p>

			placement	is able to recognize when a task/role may be out of scope and knowledge and requests assistance.	progresses. Student is able to recognize when a task/role may be out of scope and knowledge and requests assistance.	may propose revisions to these deliverables as placement progresses. Student is able to recognize when a task/role may be out of scope and knowledge and requests assistance.
<b>1.3 - Conduct client assessment</b>	Clinical instructor guides student through information collection and analyses of project data. Clinical instructor provides direct guidance in assisting student with making links to project findings and context of organization.	Student attempts independent collection and analyses of project data. Collection/analysis may be inaccurate/incorrect, however the student is able to explain rationale. With direction, the student can produce accurate analyses of findings. With direction, the student is able to link project findings and context of the organization.	Student independently collects and conducts analyses of project data. With minimal direction, student produces accurate analyses. Student independently makes a link between project findings and context of organization; link may be superficial and the student may require CI assistance in generating more complex links.	Student independently collects and conducts analyses of project data. Analyses are accurate. With minimal direction, the student is able to produce efficient and accurate analysis. Student independently makes a link between project findings and context of organization; link may be superficial and the student may require CI assistance in generating more complex links.	Student independently collects and conducts analyses of project data. Analyses are accurate and efficiently done. Student independently makes complex links between project findings and context of organization.	Student independently collects and conducts analyses of project data. Analyses are accurate and efficiently done. Student independently makes complex links between project findings and context of organization. Student independently makes complex links between project and external community/other research.
<b>1.4 - Establish a diagnosis and prognosis</b>	Clinical instructor directs students in the identification of and potential value of a physiotherapist's role in the project/organization. Student asks appropriate questions.	After project orientation, clinical instructor asks questions to facilitate student identifying the potential value of a physiotherapist's role in the project/organization. Student asks appropriate questions.	After project orientation, student is able to identify the potential value of a physiotherapist's role in the project/organization with minimal cueing. Student asks appropriate questions.	After project orientation, student is able to identify the potential value of a physiotherapist's role in the project/organization independently. Student asks appropriate questions.	After project orientation, student is able to identify the potential value of a physiotherapist's role in the project/organization independently. Student asks questions that demonstrate an awareness of how the project can relate to other populations.	After project orientation, student is able to identify the potential value of a physiotherapist's role in the project/organization independently. Student independently makes links to demonstrate how the project can relate to other health care professionals/clients with different conditions/diagnoses.
<b>1.5 - Develop, implement, monitor, and evaluate an intervention plan</b> <b>1.6 - Complete or transition care</b> <b>1.7 - Plan, deliver and evaluate programs</b>	Clinical instructor provides significant direction for student to identify project and placement goals that are realistic for the allocated time. Clinical instructor directs student to relevant evidence to inform program development.  Clinical instructor leads	Student independently proposes and Clinical instructor provides direction on project and placement goals that are realistic for the allocated time. Clinical instructor discusses with students search terms/locations where relevant evidence may be located. Student independently searches and identifies the	Student independently proposes and clinical instructor reviews project and placement goals that are realistic for the allocated time. Moderate revisions may be required. Student proposes and clinical instructor reviews search terms/locations where relevant evidence may be located. Student independently searches	Student independently proposes and clinical instructor reviews project and placement goals that are realistic for the allocated time. Minimal revisions are required. Student proposes and clinical instructor reviews, with minimal revision, search terms/locations where relevant evidence may be located. Student	Student independently generates and clinical instructor reviews project and placement goals that are realistic for the allocated time. Minimal revisions are required. Student is proficient at identifying search terms and identifying databases for searching. Searches are done independently and proficiently.	Student independently generates and clinical instructor reviews project and placement goals that are realistic for the allocated time. Minimal revisions are required. Student is proficient at identifying search terms and identifying databases for searching. Student searches independently and proficiently. Student

	<p>student through the process of applying for research ethics where applicable. Clinical instructor provides consistent feedback related to the proposal and work to date. Clinical instructor directs student on what and how to prepare for future/next students who will be assuming the project role OR what is required in final placement summary.</p> <p>Clinical instructor initiates conversations related to redefining goals and project plans as required. Student is able to revise with direction.</p> <p>Student completes the negotiated project with significant direction from the CI.</p>	<p>evidence. Clinical instructor leads student through process of applying for research ethics where applicable. Student is able to draft forms independently and present to CI within agreed upon timelines. Clinical instructor provides frequent feedback related to the proposal and work to date. Clinical instructor directs student on what to prepare for future/next students who will be assuming project role OR what is required in final placement summary. Student identifies how to present information independently and obtains approval from CI.</p> <p>Clinical instructor initiates conversation to redefine goals and project plan. Student is able to provide suggestions about how to revise and independently act on suggestions.</p> <p>Student completes the project with direction from the CI. Student requires significant direction to complete project if there are any delays or changes to the scope of the project.</p>	<p>and identifies the evidence. Student initiates application to research ethics and submits to clinical instructor within agreed upon timelines where applicable. Moderate revisions are required. Clinical instructor provides feedback related to work and proposal at agreed upon intervals. Clinical instructor informs student of need for end of placement summary; student proposes content and how to present for approval from CI. Moderate revisions required.</p> <p>Student initiates conversation about project goals without prompting. Student engages in conversation with CI about goal progression and how to modify goals based on project progression.</p> <p>Student completes the project with minimal guidance from the CI. Student is able to respond to project delays or changes in project scope with moderate support from the CI.</p>	<p>independently searches and identifies the evidence. Student initiates application to research ethics and submits to clinical instructor within agreed upon timelines where applicable. Minor revisions are required. Clinical instructor provides feedback related to work and proposal at agreed upon intervals. Clinical instructor informs student of need for end of placement summary. The student independently generates plan for approval from CI.</p> <p>Student independently identifies goals, the need to modify goals, and where applicable, proposes realistic alternatives to CI with rationale.</p> <p>Student completes the project with minimal direction from the CI. Student responds to project delays or changes in scope with minimal disruption and support from clinical instructor.</p>	<p>Student initiates application to research ethics and submits to clinical instructor within agreed upon timelines where applicable. Minor revisions are required. Clinical instructor provides feedback related to work and proposal at agreed upon intervals; usually infrequent. Student independently presents plan to CI related to how to summarize placement progress and obtains approval from CI.</p> <p>Student is able to independently identify, modify and discuss project goals with clinical instructor on a day-to-day basis. Demonstrates an ability to initiate conversations with CI about project processes.</p> <p>Student completes project with minimal direction from CI. Student is able to anticipate and responds to project delays and changes in scope with minimal support from CI.</p>	<p>presents alternatives or additional search terms during the process and revises search as needed.</p> <p>Student initiates application to research ethics and submits to clinical instructor within agreed upon timelines where applicable. Minor revisions may be required. Student seeks out signatures and other sources for assistance independently. Clinical instructor provides feedback related to work and proposal at agreed upon intervals; usually infrequent. Student independently presents plan to CI related to how to summarize placement progress and obtains approval from CI.</p> <p>Student accurately describes project goals and outcomes after a brief conversation about the project. Student initiates conversation with clinical instructor and others involved about project goals and progress.</p> <p>Student completes project with minimal direction from CI. Student anticipates and provides alternatives to project delays and changes in project scopes.</p>
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<p><b>Domain 2: Communication</b>  <i>As communicators, physiotherapists use effective strategies to exchange information and to enhance therapeutic and professional relationships. When applicable, consider/apply essential competencies.</i></p> <p><b>2.3 - Adapt communication approach to context</b> and  <b>2.4 - Use communication tools and technologies as you rate the student on items 2.1 and 2.2</b></p>	Requires cueing to actively listen.	Effectively communicates with CI and others involved in the project once the student understands the role and scope of the project.	Builds and maintains rapport in predictable encounters with CI and others involved in the project	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.	Effectively communicates, with all members of the project team in anticipated and unanticipated situations with minimal cueing.
<p><b>2.1 - Use oral and non-verbal communication effectively</b></p>						
<p><b>2.2- Use written communication effectively</b></p>	Requires probes and guidance to gather and share information about the project with the CI or the team.	Written and electronic documentation requires some corrections related to technical information and writing style. The student requires support to identify correct format and presentation of the project.	Documentation is consistent with minor errors in technical information and in writing style. The student may take longer than expected to complete the written documentation. All electronic documents (i.e. email/social media where appropriate) are professional and timely. Student is able to provide suggestions about format and presentation to CI with minimal support.	Student is able to document information related to the project in multiple formats (i.e. power point, social media) with minor cueing and support from CI. All electronic documents (i.e. email/social media) are professional and timely. Information presented is accurate related to technical information and writing style is appropriate for medium.	Writes concise and comprehensive project updates and reports efficiently with minimal errors (i.e. in technical writing and writing style). All electronic documents (i.e. email/social media where appropriate) are professional and timely. Student independently identifies the best medium to share project results and updates.	Student is efficient and accurate with project related information. All electronic documents (i.e. email/social media where appropriate) is professional and timely. Student is able to independently generate and present information to a variety of audiences (i.e. team meeting, presentation at a local/national conference).

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<p><b>Domain 3:</b> <b>Collaboration</b> <i>As collaborators, physiotherapists work effectively with others to provide inter- and intra-professional care.</i></p>	<p>Requires guidance in identifying the most appropriate team members who may be collaborators on different aspects of the project.</p> <p>Student is respectful at all times with all individuals on the project team or who are involved in any part of the project. With prompting, identifies competing priorities or conflicting value systems; student will require assistance to identify possible solutions. Clinical instructor leads the introduction of the student to the individuals of the project team and clearly identifies students role. The student requires cueing and support to address conflict with team members or CI.</p>	<p>Student is able to describe the roles, responsibilities and perspectives of project team members. With minimal cueing, the student can identify the most appropriate team member for collaboration.</p> <p>The student is respectful at all times with all individuals on the project team or who are involved in any part of the project. Independently identifies competing priorities or conflicting value systems; student may need assistance to identify possible solutions. Clinical instructor initiates introduction of the student with the clinical team. With assistance from CI, the student is able to articulate their role with other team members. Addresses conflict with team members after moderate support (i.e. role play with CI in advance of approaching team member).</p>	<p>Student actively seeks out and shares information with all team members independently. Student is able to participate in shared decision making (i.e. consensus activities) with cueing/support.</p> <p>The student is respectful at all times with all individuals on the project team or who are involved in any part of the project. With the CI, can recognize and discuss competing priorities with team dynamics, however may need assistance to determine the best solution. Student is comfortable initiating conversation with other project team members re: roles and responsibilities. In some instances, student may request CI to be present for discussions. Addresses conflict in a professional and collaborative manner with team members with minimal support from CI.</p>	<p>Active participant in the project team, including independent with some decision making. Engages in project meetings with minimal cueing. Independently identifies collaborators who are not yet part of the project team.</p> <p>Respectful at all times with all individuals on the project team or who are involved in any part of the project. Student is independent in initiating and engaging in conversation with other project team members re: roles and responsibilities. Independently recognizes and discusses competing priorities with team dynamics. Requires minimal assistance from CI to determine and implement collaborative solutions.</p>	<p>Effectively participates in the exchange of project related information in a variety of settings and with a variety of individuals/informants.</p> <p>Respectful at all times with all individuals on the project team and involved in any part of the project. Independently recognizes and discusses competing priorities with team dynamics. Student is independent in initiating and engaging in conversation with other project team members re: roles and responsibilities. Recognizes role may be dynamic across the placement and can adapt as needed with minimal support. Independently determines and implements collaborative resolution of conflicts.</p>	<p>Effectively participates in a challenging project team meeting when there are contentious issues without guidance from the CI.</p> <p>Respectful at all times with all individuals on the project team or who are involved in any part of the project. Independently recognizes and discusses competing priorities with team dynamics. Student is independent in initiating and engaging in conversation with other project team members re: roles and responsibilities. Recognizes role may be dynamic across the placement and can adapt independently. Determines and implements collaborative resolution of conflict. Recognizes when others are struggling with conflict within the team and engages professionally to initiate communication.</p>
<p><b>3.1 - Promote an integrated approach to client services</b></p> <p><b>3.2 - Facilitate collaborative relationships</b></p> <p><b>3.3 - Contribute to effective teamwork</b></p> <p><b>3.4 - Contribute to conflict resolution</b></p>						
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<p><b>Domain 4:</b> <b>Management</b> <i>As managers, physiotherapists manage self, time, resources and priorities to ensure safe, effective and sustainable services.</i></p>	<p>Is consistently punctual. Requires support to prioritize project tasks. Does not independently identify project activities that they can contribute to. Able to discuss with significant support from CI how project will</p>	<p>Is consistently punctual. Starting to understand time management and project task prioritization principles. With cueing, can independently identify project activities that they are able to contribute to. With</p>	<p>Is consistently punctual. Independently prioritizes project tasks and manages time well. Takes initiative to identify project activities that they are able to contribute to and communicates these tasks to CI. Can discuss how the</p>	<p>Is consistently punctual. Takes initiative to identify project activities that they are able to contribute to and lead and communicates these tasks to CI. Manages time dedicated to project work well with minimal CI</p>	<p>Is consistently punctual. Manages all aspects of project management including scheduling time with project partners and completing tasks for negotiated deadlines. Takes initiative and prioritizes independently</p>	<p>Is consistently punctual. Independently performs all tasks associated with the project. Student shows innovation in managing project tasks. The student can discuss in an applied manner how the project will contribute to the structure</p>

<p><b>4.1- Support organizational excellence.</b></p> <p><b>4.2 - Utilize resources efficiently and effectively.</b></p> <p><b>4.4 - Engage in quality improvement activities</b></p>	<p>contribute to the structure and function of the health system as it is related to physiotherapy practice.</p>	<p>cueing, can discuss how the project will contribute to the structure and function of the health system as it is related to physiotherapy practice.</p>	<p>project will contribute to the structure and function of the health system as it is related to physiotherapy practice and is able to communicate with support how the project links to each.</p>	<p>support. Coordinates activities with other project members as needed. Liaises with external agencies with cueing and support from CI when indicated (i.e. grant agencies ,key interest groups). Able to communicate value of project within the profession and health system.</p>	<p>when planning and coordinating project activities and with other staff/health care providers. Able to communicate value of project within the profession and health system.</p>	<p>and function of a health system and or/ contribute to the profession from a physiotherapy perspective.</p>
<p><b>4.3 - Ensure a safe practice environment</b></p>	<p>Requires constant cueing to attend to hazards in the physical environment (i.e. cluttered workspace, personal body mechanics). Aware of safety considerations for self and others. With significant support from CI, can identify quality improvement opportunities where appropriate.</p>	<p>Maintains a safe work environment. Requires some cueing to prevent hazards in workspace. With some support from CI, can identify quality improvement opportunities where appropriate.</p>	<p>Maintains a safe work environment. Able to independently prevent hazards in workspace. Takes initiative to identify quality improvement opportunities related to the project where appropriate.</p>	<p>Maintains a safe work environment. Able to independently prevent hazards in workspace. Independently identifies to CI opportunities for project growth and/or areas where additional work may be beneficial to support project activities. Where appropriate, will engage in quality improvement with minimal cueing from CI.</p>	<p>Maintains a safe work environment. Able to independently prevent hazards in workspace. Engages with project team to identify potential next steps and future collaborations. Identifies and presents opportunities to team and CI related to quality improvement where appropriate.</p>	<p>Maintains a safe work environment. Able to independently prevent hazards in workspace. Engages with project team to identify potential next steps and future collaborations. Identifies and presents opportunities to team and CI related to quality improvement where appropriate.</p>
<p><b>4.5 - Supervise others</b></p>	<p>With significant support, able to provide guidance and direction related to project/ research. research to Instructors or other team members</p>	<p>With moderate support, able to provide guidance and direction related to project/ research to Instructors or other team members</p>	<p>With moderate support, able to provide guidance and direction related to project/ research to Instructors or other team members. Able to provide feedback on tasks completed by others.</p>	<p>With minimal support, able to provide guidance and direction related to project/ research to Instructors or other team members. Able to provide feedback on tasks completed by others.</p>	<p>Able to provide guidance and direction related to project/ research to Instructors or other team members. Able to provide feedback on tasks completed by others.</p>	<p>Leads tasks and is extremely comfortable supervising project tasks. Provides guidance and direction to all project team members.</p>
<p><b>4.6 - Manage practice information safely and effectively</b></p>	<p>With significant direction and guidance, is able to maintain records of project/research. With significant direction, able to ensure secure retention, storage, transfer, and destruction of documents. Maintains confidentiality of records and data with appropriate access.</p>	<p>With moderate direction and guidance, is able to maintain records of project/research. With moderate direction, able to ensure secure retention, storage, transfer, and destruction of documents. Maintains confidentiality of records and data with appropriate access.</p>	<p>With moderate direction and guidance, is able to maintain records of project/research. With moderate direction, able to ensure secure retention, storage, transfer and destruction of documents. Maintains confidentiality of records and data, with appropriate access. As needed, manages health records and other information in paper and electronic format.</p>	<p>With minimal direction and guidance, is able to maintain records of project/research. With minimal direction, student is able to ensure secure retention, storage, transfer, and destruction of documents. Maintains confidentiality of records and data with appropriate access. As needed, manages health records and other information in paper and electronic format.</p>	<p>Able to maintain comprehensive, accurate and timely records of project/research. Manages health records and other information in paper and electronic format. Ensures secure retention, storage, transfer, and destruction of documents. Maintains confidentiality of records and data with appropriate access. Manages health records and other information in paper and</p>	<p>Independently able to maintain and direct project team with comprehensive, accurate, and timely records of project/research. Manages health records and other information in paper and electronic format with precision and efficiency. Consistently ensures secure retention, storage, transfer, and destruction of documents. Maintains confidentiality of records and data with appropriate access. Manages health</p>

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<p><b>Domain 5: Leadership</b> <i>As leaders, physiotherapists envision and advocate for a health system that enhances the wellbeing of society.</i></p> <p><b>5.1 - Champion (advocate for) the health needs of clients</b></p>	<p>Requires cueing to identify advocacy opportunities related to project work.</p> <p>Student is unable to initiate advocacy actions without support from CI and/or project team.</p>	<p>Identifies advocacy opportunities related to the project work with respect to the profession, identifying the advocacy actions as distinct from usual team communication and collaboration.</p> <p>Requires some cueing to channel advocacy efforts appropriately.</p>	<p>Initiates advocacy strategies specific to the project that are beyond the standard communicator and collaborator roles.</p> <p>Able to discuss project limitations with CI in a professional manner.</p>	<p>Undertakes advocacy related to the project independently (e.g., with community resources).</p> <p>Discusses project limitations effectively with project team members.</p>	<p>Advocacy related to the project independently e.g., with community resources, is confidently executed.</p> <p>Insight into opportunities to advocate for the health of client populations or communities in relation to project outcomes is well developed through discussion with CI (even if little or no opportunity to execute strategies).</p>	<p>Initiates insightful advocacy strategies on behalf of the project in relation to client populations or communities that demonstrate high insight into social determinants of health, health system issues, etc.</p>
<p><b>*For the remaining rating scales on the ACP 2.0 since these domains and benchmark descriptions will directly apply to project/research related placements, please use general resource guides for the ACP 2.0 for assistance with evaluation</b></p>						
<p><b>5.2 - Promote innovation in healthcare</b></p> <p><b>5.3 - Contribute to leadership in the profession</b></p> <p><b>7.3 - Embrace social responsibility as a health professional</b></p> <p>Please use benchmarks as outlined in general ACP 2.0</p>						
<p><b>Domain 6: Scholarship</b> <i>As scholars, physiotherapists demonstrate a commitment to excellence in practice through continuous learning, the education of others, the evaluation of evidence, and contributions to scholarship.</i></p> <p><b>6.1 - Use an evidence-informed approach in practice</b></p> <p><b>6.2 - Engage in scholarly inquiry</b></p> <p><b>6.4 - Maintain currency (up to date) with developments relevant to area of practice</b></p> <p>Please use benchmarks as outlined in general ACP 2.0</p>						
<p><b>6.3 - Integrate self-reflection and external feedback to improve personal practice</b></p> <p>Please use benchmarks as outlined in general ACP 2.0</p>						
<p><b>6.5 - Contribute to the learning of others. This can include patients, families, caregivers, peers and colleagues (e.g., as in a student presentation)</b></p> <p>Please use benchmarks as outlined in general ACP 2.0</p>						



**Domain 7: Professionalism**

*As autonomous, self-regulated professionals, physiotherapists are committed to working in the best interest of clients and society, and to maintaining high standards of behaviour.*

**7.1 - Comply with legal and regulatory requirements**

**7.2 - Behave ethically**

**7.4 - Act with professional integrity**

Please use benchmarks as outlined in general ACP 2.0

**7.5 - Maintain personal wellness consistent with the needs of practice**

Please use benchmarks as outlined in general ACP 2.0