

Lane Community College
Physical Therapist Assistant Program
PTA 280A Sample Weekly Progression Guidelines

This is a general sample progression for the Student Physical Therapist Assistant in the first full-time clinical experience. Each clinical setting is unique, thus not all skills are applicable to every clinical setting. Students will not be penalized for inability to meet related expectations. Emphasis on Red Flag Criteria: Safety, Professionalism, Clinical Behaviors, Communication, and Clinical Problem Solving (PTA CPI criteria 1,2,3,5, and 7) is expected each week.

Week 1 – first clinical experience, full direct personal supervision

Communication

- Orientation to facility including CI, other staff, safety and emergency procedures, policies and procedures, equipment, etc using LCC Student Orientation Checklist or Facility checklist.
- Introduction of Student PTA to current patient load
- Student education of staff, patients on PTA program and role of PTA
- Initial CI:Student goal setting and planning relative to PTA CPI performance level criteria

Intervention

- Observe PT initial evaluation of new patient and reassessment of current patient
- Vital sign checks on a patient
- Demonstrate basic therapeutic exercise to patient with monitoring of patient performance and physical status
- Basic ROM/MMT information gathering
- General positioning and transfers with assistance from CI
- Supervised modality use (US, heat/cold)

Documentation

- Introduction to facility medical record system, paperwork, and software
- Observe CI completing documentation
- Student provides some information for selected portions of treatment observed or performed as CI completed documentation

Other

- Discuss other non-patient care learning opportunities available such as surgery observation, special equipment fitting, medical tests, research study involvement, etc.

Week 2 – building on previous week

Communication

- Verbalize purpose of basic treatment components to patient with CI guidance/supervision
- Begin initial subjective patient information gathering with previously seen patient with CI guidance

- Discuss patient progress/response to treatment with CI (and supervising PT if applicable) using appropriate clinical language

Intervention

- Basic posture and gait analysis with CI guidance
- Low level assist gait training and transfers
- Progression of therapeutic exercise/activities after conference with CI

Documentation

- Write S and O portion of SOAP note for interventions performed by student with CI review and correction
- Write A and P portion of SOAP note with significant CI guidance for patients with SPTA direct contact

Other

- Begin planning date for Student Inservice
- 2 current topics in Physical Therapy for journal forum post, find peer-reviewed related article

Week 3 – building on previous week

Communication

- Student initiates chart review with verbalization of plans for treatment with CI
- Mostly student-driven meet and interview of known patients
- Verbalize treatment explanation to patient and family with CI assist only by request

Intervention

- Follow basic protocols for known patients with simple conditions
- Carry out 50% of full treatment with known patients with simple conditions
- Involved in components of HEP recommendation

Documentation

- Write S-O-A portion of SOAP note with some guidance from CI

Other

- Mid-term PTA CPI assessment (student and CI individually) with meeting to compare results and adjust goals as needed by end of week 3 – middle of week 4

Week 4 – building on previous week, approximately Advanced Beginner Performance Level

Communication

- Student initiates occasional delegation of tasks, requests to other staff
- Verbally compare/contrast treatment options within plan of care including justification

Intervention

- Begins to take minimal patient load 15-20% of normal CI responsibility
- More consistently independent with modalities, after consultation and clarification
- Direct personal supervision 75-90% with patients with simple conditions, still 100% with complex conditions
- Able to create full HEP for patient based on performance and data collection

Documentation

- Full SOAP note with CI input and guidance for completeness and correctness

Other

- ACCE site visits sometime week 4-6

Week 5 – building on previous week

Communication

- Student modifies communication style based on verbal and non-verbal feedback of audience, ties treatment concepts with patient motivating ideas/activities
- Able to recognize progress towards goals and suggest appropriate modification to PT

Intervention

- Full treatment with appropriate but minimal CI supervision

Documentation

- Full SOAP/Chart notes with CI review afterwards, less CI corrections needed
- A and P relate back to S and O in chart notes, P within plan of care and scope of practice

Other

- Student inservice suggested by end of this week due to short holiday week 6
- Demonstrating awareness of time management, cost effectiveness, and payer differences.

Week 6 – (building on previous week) approximately Intermediate Performance Level

Communication

- Student initiates discussion and seeks clarification of information gathered from chart review
- Demonstrates professionalism with all members of staff, patient, family with patient-centered language
- Student seeks out additional learning opportunities

Intervention

- Direct personal supervision <50% of the time working with patients with simple conditions, 75% of the time working with patients with complex conditions
- Proficient with simple tasks, clinical problem solving, and interventions/data collection and developing the ability to consistently perform at more complex level
- Capable of maintaining 30-50% of a full-time PTA caseload for the setting

Documentation

- Complete full chart note in no more than double the time it takes CI, minor corrections from CI

Other

- Final PTA CPI assessment and review, LCC Cooperative Education assessment form