

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

This is a general sample progression for the Student Physical Therapist Assistant in the second 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 –second clinical experience, full direct personal supervision initially

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, general positioning and transfers, modality use with CI supervision.
- Demonstrate basic therapeutic exercise to patient with monitoring of patient performance and physical status and modifying with cues from CI to
- Participation in 25% of individual treatments with simple mildly complex diagnosis

Documentation

- Introduction to facility medical record system, paperwork, and software
- Observe CI completing documentation with student verbally adding to content of selected portions of treatment observed

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

- Student performs chart review, verbalizing purpose of basic treatment components with CI guidance/supervision
- Begin initial subjective patient information gathering with previously seen patient with CI input as needed
- Discuss patient progress/response to treatment and plan of care with CI (and supervising PT if applicable)using appropriate clinical language

Intervention

- Basic posture and gait analysis and correction/training, assistive device selection, fitting, and instruction using appropriate patient cues with minimal CI guidance
- Progression of therapeutic exercise/activities after conference with CI
- Working toward 50% or more participation in individual treatments

Documentation

- Write portion of SOAP note for interventions performed by student with CI review and correction

Other

- Begin planning date for Student Inservice
- Set date for mid-term CPI review and plan for final CPI, as well.

Week 3 – building on previous week

Communication

- Student initiates chart review independently with verbalization of plans for treatment with CI
- Mostly student-driven patient greeting and interview of known patients
- Accepts feedback from CI in professional manner and responds accordingly

Intervention

- Follow basic protocols for known patients with simple to somewhat complex conditions
- Carry out full treatment with known patients with simple conditions with CI supervision only, 50% or more of treatment with patients with complex conditions
- Working towards 25% or greater caseload/workload of a PTA in the setting
- Involved in components of HEP recommendation including caregiver education

Documentation

- Write full SOAP note with some guidance from CI for completeness and correctness

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
- Student researching diagnoses and/or treatment interventions for preparation for patients on caseload

Week 4 – building on previous week, approximately Intermediate Performance Level

Communication

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

Intervention

- More consistently independent with modalities, transfers, and protocol progressions after only consultation and clarification with CI
- Able to create and modify full HEP for patient based on performance and data collection
- Focus on clinical problem solving with more complex patient diagnoses

- Direct personal supervision <50% of the time with patients with simple conditions, 75% with complex conditions
- Capable of maintaining 50% of a normal caseload of the CI

Documentation

- Full SOAP note with minor CI input and guidance for completeness and correctness in no more than twice the time it takes the CI

Other

- ACCE site visits sometime week 4-6

Week 5 – building on previous week

Communication

- Student readily 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 treatments with appropriate but minimal CI supervision
- Student able to identify functional activities related to goals

Documentation

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

Other

- Student inservice suggested by end of this week
- Demonstrating understanding of time management, cost effectiveness, and payer differences.
- More frequently delegating tasks to appropriate staff as able

Week 6 –approximately Advanced Intermediate Performance Level

Communication

- Student consistently 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 regularly and independently seeks out additional learning opportunities

Intervention

- Requires clinical supervision <25% of the time working with new patients or patients with complex conditions and is independent working with patients with simple conditions
- Proficient and consistent with simple tasks, clinical problem solving, and interventions/data collection and requires only occasional cueing for more complex demands
- Capable of maintaining 75% of a full-time PTA caseload for the setting

Documentation

- Complete full chart note in no more than 25% more time than CI, minor corrections from CI

Other

- Final PTA CPI assessment and review, LCC Cooperative Education assessment form, Student Evaluation of Clinical Experience
- Student self-assessment of goals for final clinical experience
- Student consistently on time and prepared for clinical