

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

This is a general sample progression for the Student Physical Therapist Assistant in the third and final 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. *Entry Level Performance is expected for ALL CPI criteria on the final evaluation.*

<b>Week 1</b> –third clinical experience, full direct personal supervision initially
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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
- Begin initial subjective patient information gathering with previously seen patient with CI input as needed toward end of week 1

Intervention

- Observe PT initial evaluation of new patient and reassessment of current patient.
- Student performs chart review, verbalizing purpose of basic treatment components with CI guidance/supervision
- 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
- Participation in up to 50% of individual treatments with simple to moderately complex diagnosis

Documentation

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

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 initiates chart review independently with verbalization of plans for treatment with CI
- Discuss patient progress/response to treatment and plan of care with CI (and supervising PT if applicable) using appropriate clinical language
- 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 partial to full SOAP/daily note with some guidance from CI for completeness and correctness
- Correctly bill for services rendered

### Other

- Student researching diagnoses and/or treatment interventions for preparation for patients on caseload
- Begin planning date for Student Inservice
- Set date for mid-term CPI review during week 3-4

## **Week 3** – 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, gait, and protocol progressions after only consultation and clarification with CI prn
- 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 30-50% of a normal caseload of the CI

### Documentation

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

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/daily 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

- ACCE site visits sometime week 4-5
- Demonstrating understanding of time management, cost effectiveness, and payer differences.
- More frequently delegating tasks to appropriate staff as able

**Week 5 –approaching Entry Level 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 SOAP/chart note in approximately the same amount of time than CI, rarely corrections made by CI

Other

- ACCE site visits sometime week 4-5
- Student inservice suggested by end of this week
- Student consistently on time and prepared for clinical

<b>Week 6 –Entry Level Performance Level (from PTA CPI Rating Anchors)</b>
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Communication

- The student consults with others to resolve unfamiliar or ambiguous situations

Intervention

- Student is capable of completing tasks, clinical problem solving, and interventions/data collection for patients with simple or complex conditions under general supervision.
- Student is consistently proficient and skilled in simple or complex tasks, clinical problem solving, and interventions/data collection.
- Student is capable of maintaining 100% of a full caseload of a full-time PTA's patient care workload in a cost effective manner with the direction and supervision of the physical therapist.

Documentation

- Student capable of independently completing full documentation, completely and accurately, in approximately the same amount of time as the clinical instructor.

Other

- Final PTA CPI assessment (student and CI individually) with meeting to compare results on last day of clinical
- Complete (2) Patient Surveys, Attendance Form, Staff Inservice Outline Uploaded, Student Evaluation of Clinical Experience
- Student self-assessment of goals for final clinical experience, plans for life-long learning