



Assessment Record

Program: PTA

Assessment period: Fall 2020- Summer 2021

Program or Department Mission:

The Mission of the Jefferson State Community College Physical Therapist Assistant Program is to prepare competent, ethical, entry level Physical Therapist Assistants who are lifelong learners. The Program exists to provide an educational environment in which the needs of the individual student, the community, and other target audiences can be met. We are committed to accomplishing this mission through the use of quality instructional methods including both traditional and technology-based instruction, whereby students are assisted to achieve the academic knowledge and clinical skills necessary to serve the physical therapy health care needs of the public.

Instructional Program Student Learning Outcomes & Assessment Plan

1. Students will integrate knowledge of basic and applied sciences to perform physical therapy in a safe, legal, and ethical manner under the direction and supervision of a physical therapist.
2. Students will work effectively with physical therapists, other physical therapist assistants, other health care providers and caregivers in a variety of environments.
3. Students will utilize effective written and electronic communication in the medical record and effective verbal and nonverbal communication with health care providers, patients/clients, caregivers and families, and the public.

Intended Outcomes	Means of Assessment	Criteria for Success	Summary & Analysis of Assessment Evidence	Use of Results
<p>SLO 1 Students will integrate knowledge of basic and applied sciences to perform physical therapy in a safe, legal, and ethical manner under the direction and supervision of a physical therapist.</p>	<p>Compile data from the following PTA Courses and Assignments.</p> <p><u>PTA 260</u> Perform a sit to stand transfer in a safe manner that minimizes risk to patients and self.</p> <p><u>PTA 232</u> demonstrate the ability to follow a treatment plan developed by the physical therapist for patients with orthopedic diagnosis</p>	<p>100% of students to receive 75% on Performance</p>	<p><u>PTA 260</u> Traditional Cohort: Goal met (100 %) 12/12 students received 75% on CPI performance criteria 1 Internet Cohort: Goal met (100 %) 4/4 students received 75% on CPI performance criteria 1</p> <p><u>PTA 232</u> Traditional Cohort: Goal met 12/12 (100%) achieved 75% or higher Internet Cohort: Goal met 4/4 (100%) achieved 75% or higher</p>	<p>Provide students with a WEB CPI technology review session during clinical orientation. This will assist the student in navigating through WEB CPI.</p> <p>Provide student with a hardcopy of CPI item #1. Review examples of APTA essential skills and how to complete final comment section to show competency in item#1.</p> <p>This assignment provides students with an opportunity to utilize critical thinking skills in providing a treatment for the patient while remaining within the plan of care.</p> <p>Critical thinking skills remain highly important when determining patient care. Will continue to use this assignment to demonstrate the student's ability to treat a patient from the beginning of their therapy to their discharge following a plan of care. It is also an effective indicator of student's ability to progress a patient through their plan of care</p>

<p>SLO 2 Students will work effectively with physical therapists, other physical therapist assistants, other health care providers and caregivers in a variety of environments.</p>	<p>Compile data from the following PTA Courses and Assignments.</p> <p><u>PTA 240</u> Demonstrate the ability to verbally communicate effectively with peers and staff.</p> <p><u>PTA 201</u> The student will be able interact with others in a respectful manner when faced with conflict.</p>	<p>80% of the students will complete the assignment with a score of ≥75%.</p> <p>100% of the students will score 75% or higher on the assignment.</p>	<p>PTA 240 Traditional Cohort: Goal met 12/12 100% of the students will complete the assignment with a score of ≥75 Internet Cohort Goal met 4/4 100% of the students will complete the assignment with a score of ≥75</p> <p>PTA 201 Traditional: Goal met 12/12 (100%) achieved 75% or higher Internet: Goal met 3/3 (100%) achieved 75% or higher</p>	<p>Student will submit the research article or other information chosen to support content prior to presenting the assignment.</p> <p>This assignment demonstrates that students have learned to communicate effectively within in the field of Physical Therapy are able to apply techniques learned in the program.</p>
<p>SLO 3 Students will utilize effective written and electronic communication in the medical record and effective verbal and nonverbal communication with health care providers, patients/clients, caregivers and families, and the public.</p>	<p>Compile data from the following PTA Courses and Assignments.</p> <p><u>PTA 263</u> Demonstrate the ability to effectively education peer and instructors through an oral presentation.</p> <p><u>PTA 268</u> The student will instruct patients, family or caregivers on how to enhance function with use of assistive device or equipment.</p>	<p>100% of students to receive a rating of Intermediate or higher Performance</p> <p>100% of students to receive a rating of entry level or higher performance</p>	<p>PTA 263 Traditional Cohort: Goal met 12/12 100% of students to receive a rating of Intermediate Performance CPI item #5 Internet Cohort: Goal met 3/3 100% of students to receive a rating of Intermediate Performance CPI item #5</p> <p>PTA 268 Traditional Cohort: Goal met 12/12 100% of students to receive a rating of entry level performance on item #7 Internet Cohort: Goal met 3/3100% of students to receive a rating of entry level performance item #7</p>	<p>Provide student with a hardcopy of CPI item #5. Review examples of APTA essential skills and how to complete final comment section to show competency in item#5.</p> <p>Provide student with a hardcopy of CPI item #7. Review examples of APTA essential skills and how to complete final comment section to show competency in item#7</p>
<p>Submission date: September 24, 2021</p>			<p>Submitted by: Vanessa LeBlanc</p>	

Evidence in support of SLO 1 – PTA 260



1. Performs in a safe manner that minimizes the risk to patient, self, and others.

ESSENTIAL SKILLS

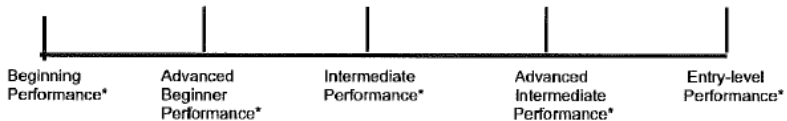
- Ensures the safety of patient, self, and others throughout the clinical interaction (eg, universal precautions, responding and reporting emergency situations).
- Uses acceptable techniques for safe handling of patients (eg, body mechanics*, guarding, level of assistance).
- Establishes and maintains safe working environment (eg, awareness of all indwelling lines and catheters, other medical equipment, physical therapy equipment and assistive devices*; maintaining hazard free work space).
- Requests assistance when necessary (eg, requests assistance from clinical instructor, utilizes and monitors support personnel).
- Demonstrates knowledge of facility safety policies and procedures.
- Recognizes physiological and psychological changes in patients and
 - a. adjusts interventions accordingly within the plan of care or
 - b. withholds interventions and consults the clinical instructor and/or supervising physical therapist.

MID-EXPERIENCE COMMENTS: (Provide comments based on the performance dimensions including supervision/guidance*, quality*, complexity*, consistency*, and efficiency*.)

(All comment boxes will expand as text is added.)

FINAL COMMENTS: (Provide comments based on the performance dimensions including supervision/guidance, quality, complexity, consistency, and efficiency.)

Rate this student's clinical performance based on the essential skills and comments above:



Significant Concerns: If performance on this criterion is unacceptable, check the box and call the ACCE/DCE.

Mid-experience Final

If performance on this criterion is beyond entry-level, check the "With Distinction" box and provide supportive comments.

With Distinction

Evidence in support of SLO 2 – PTA 240

6. **Page Numbering:** Number all pages. DO NOT write "2" or "p. 2". The page number preceded by your last name should appear in the upper right corner one-half inch from the top (example, Jones 2).
7. **Spacing:** Double-space the text of your paper. Appropriate spacing is required to receive full credit. If spacing is inappropriate, such as increased spacing for the sake of filling up pages, extra spacing between paragraphs, not completing a full page this will result in a **zero for the assignment**.
8. **Font:** Please use Times New Roman, Arial, or Helvetica size 12 font
9. **Length:** Minimum of 6 pages, do not exceed 8 pages. This total **does not** include the title page or the reference page.
10. **Content:** Please do not utilize unnecessary graphs, lists, charts, photos, illustrations, quotations, etc to try to fill up body of pages in lieu of text for the sake of filling up pages.
11. **Submission 1/Research Information-** You must submit all references you are using in the assignment. You must include what sections/chapters you are using from the textbooks and the weblinks for the journal articles. No hardcopies and **do not submit your reference page**. I am not grading that section now. That will be graded with the full document when submitted. This information can be submitted to blackboard email within the PTA 240 Physical Disabilities course. This information is **due 11:55 pm Tuesday September 29th**.
12. **Submission: 2/Research Assignment-** The full document with all components listed in the grading sheet must be submitted by **11:55pm Tuesday November 3rd**.
 - a. Please send as a Microsoft Word document (.doc or .docx only) through the Blackboard assignment submission tool only. Please do not email this assignment; please do not submit a hardcopy.
 - b. Please submit weblinks for journal articles sources by the deadline through blackboard email only.
 - c. Any assignment turned in within 48 hours of the deadline will be graded for ½ credit.
 - d. Any assignment turned in after 48 hours of the deadline will receive a grade of zero. Please refer to your student handbook for policies on late assignments.
13. **Other:** If you need clarification on instructions or any other assistance, please contact me.

COMMUNICATION*



5. Communicates in ways that are congruent with situational needs.

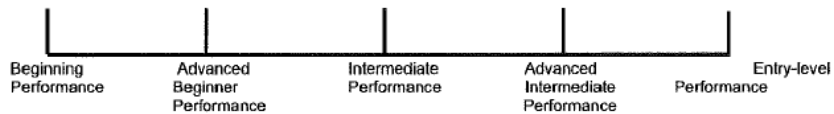
ESSENTIAL SKILLS

- Communicates with clinical instructor and supervising physical therapist to:
 - review physical therapist examination/evaluation and plan of care.
 - ask questions to clarify selected interventions.
 - report instances when patient's current condition does not meet the safety parameters established by the physical therapist (eg, vital signs, level of awareness, red flags).
 - report instances during interventions when patient safety/comfort cannot be assured.
 - report instances when comparison of data indicates that the patient is not demonstrating progress toward expected goals established by the physical therapist in response to selected interventions.
 - report when data comparison indicates that the patient response to interventions have met the expectations established by the physical therapist.
 - report results of patient intervention and associated data collection.
- a. Communicates verbally, nonverbally, and in writing in an effective, respectful, and timely manner.
- b. Listens actively and attentively to understand what is being communicated by others.
- c. Interprets and responds appropriately to the nonverbal communication of others.
- d. Adjusts style of communication based on target audience (eg, age appropriateness, general public, professional staff).
- e. Communicates with the patient using language the patient can understand (eg, translator, sign language, level of education*, cognitive* impairment*).
- f. Initiates communication in difficult situations to promote resolution (eg, conflict with CI, unsatisfied patients, caregivers*, and/or family).
- g. Selects the most appropriate person(s) with whom to communicate (eg, clinical instructor, physical therapist, nursing staff, social worker).
- h. Self evaluates effectiveness of communication and modifies communication accordingly.
- i. Seeks and responds to feedback from multiple sources in providing patient care.
- j. Instructs members of the health care team, using established techniques, programs, and instructional materials, commensurate with the learning characteristics of the audience.

MID-EXPERIENCE COMMENTS: (Provide comments based on the performance dimensions including supervision/guidance, quality, complexity, consistency, and efficiency.)

FINAL COMMENTS: (Provide comments based on the performance dimensions including supervision/guidance, quality, complexity, consistency, and efficiency.)

Rate this student's clinical performance based on the essential skills and comments above:



Significant Concerns: If performance on this criterion is unacceptable, check the box and call the ACCE/DCE.

If performance on this criterion is beyond entry-level, check the "With Distinction" box and provide supportive comments.

CLINICAL PROBLEM SOLVING



7. Demonstrates clinical problem solving.

- ESSENTIAL SKILLS**
- Presents sound rationale for clinical problem solving, including review of data collected and ethical and legal arguments.
 - Seeks clarification of plan of care and selected interventions from clinical instructor and/or supervising physical therapist.
 - Collects and compares data from multiple sources (eg, chart review, patient, caregivers, team members, observation) to determine patient's readiness before initiating interventions.
 - Demonstrates sound clinical decisions within the plan of care to assess and maximize patient safety and comfort while performing selected interventions.
 - Demonstrates sound clinical decisions within the plan of care to assess and maximize intervention outcomes, including patient progression and/or intervention modifications.
 - Demonstrates the ability to determine when the clinical instructor and/or supervising physical therapist needs to be notified of changes in patient status, changes or lack of change in intervention outcomes, and completion of intervention expectations (ie, goals have been met).
 - Demonstrates the ability to perform appropriately during an emergency situation to include notification of appropriate staff.

MID-EXPERIENCE COMMENTS: (Provide comments based on the performance dimensions including supervision/guidance, quality, complexity, consistency, and efficiency.)

FINAL COMMENTS: (Provide comments based on the performance dimensions including supervision/guidance, quality, complexity, consistency, and efficiency.)

Rate this student's clinical performance based on the essential skills and comments above:

Beginning Performance	Advanced Beginner Performance	Intermediate Performance	Advanced Intermediate Performance	Entry-level Performance

All clinical education practicums are "Pass/Fail." However, students will be assigned a letter grade for clinical courses based on the ACCE's analysis of CI ratings on the Physical Therapist Assistant Clinical Performance Instrument (CPI) and completed assignments as appropriate. "Pass/Fail" will be determined by the use of a criterion referenced grading scale based on anchors defined by the American Physical Therapy Association (APTA). Students should be evaluated by a Clinical Instructor on every item contained in the Clinical Performance Instrument (CPI).

Anchor definitions per the APTA's PTA CPI, August 2009:

Beginning performance*:

A student who requires direct personal supervision 100% of the time working with patients with constant monitoring and feedback, even with patients with simple conditions. At this level, performance of essential skills is inconsistent and clinical problem solving* is performed in an inefficient manner. Performance reflects little or no experience in application of essential skills with patients. The student does not carry a patient care workload with the clinical instructor (a PTA directed and supervised by a physical therapist or a physical therapist).

Advanced beginner performance*:

A student who requires direct personal supervision 75% – 90% of the time working with patients with simple conditions, and 100% of the time working with patients with more complex conditions. At this level, the student demonstrates consistency in developing proficiency with simple tasks (eg, medical record review), clinical problem solving, interventions (eg, monitoring therapeutic exercise), and related data collection (eg, single angle goniometry), but is unable to perform more complex tasks, clinical problem solving, interventions/data collection without assistance.

The student may begin to share the patient care workload with the clinical instructor.

Intermediate performance*:

A student who requires direct personal supervision less than 50% of the time working with patients with simple conditions, and 75% of the time working with patients with complex conditions. At this level, the student is proficient with simple tasks, clinical problem solving, and interventions/data collection and is developing the ability to consistently perform more complex tasks, clinical problem solving, and interventions/data collection. The student is capable of maintaining 50% of a full-time physical therapist assistant's patient care workload.

Advanced intermediate performance*:

A student who requires clinical supervision less than 25% of the time working with new patients or patients with complex conditions and is independent working with patients with simple conditions. At this level, the student is consistent and proficient in simple tasks, clinical problem solving, and interventions/data collection and requires only occasional cueing for more complex tasks, clinical problem solving, and interventions/data collection. The student is capable of maintaining 75% of a full-time physical therapist assistant's patient care workload with direction and supervision from the physical therapist.

Entry-level performance*:

A student who is capable of completing tasks, clinical problem solving, and interventions/data collection for patients with simple or complex conditions under general supervision of the physical therapist. At this level, the student is consistently proficient and skilled in simple and complex tasks, clinical problem solving, and interventions/data collection. The student consults with others to resolve unfamiliar or ambiguous situations. The student is capable of maintaining 100% of a full-time physical therapist assistant's patient care workload in a cost effective* manner with direction and supervision from the physical therapist.

For the purpose of determining pass/fail for the clinical affiliation, the following scale will apply:

PTA 260 Clinical Education I:

Practicum 1 (2 weeks):

Students are expected to achieve a clinical performance rating of Beginning Performance (1) – Advanced Beginner Performance (2) on items 1-14

PTA 263 Clinical Affiliation:

Practicum 2: (6 weeks):

Students are expected to achieve a clinical performance rating of Advanced Beginner Performance (2) – Intermediate Performance (3) on items 1-14

PTA 268A Clinical Practicum:

Practicum 3: (5 weeks)

Students are expected to achieve a clinical performance rating of Intermediate Performance (3) – Advanced Intermediate Performance (4) on items 1-14

PTA 268B Clinical Practicum:

Practicum 4: (5 weeks)

Students are expected to achieve Entry Level Performance (5) by the end of Practicum 4 for items 1-3; Advanced Intermediate Performance (4) – Entry Level Performance for items 4-14.

Items marked N/O (Not Observed)

By the end of the final practicum, students should have been evaluated by a Clinical Instructor on all 14 Performance Criteria in the Clinical Performance Instrument (CPI); they should not have any items that have been marked N/O (not observed). Students are responsible for writing learning objectives to assure that each item has an opportunity for evaluation during one or more of his/her clinical education practicums. Further, the student must ensure that any item marked N/O during the first three clinical rotations is covered by the end of the final practicum. Additional learning activities may be required until all items on the CPI are observed and acceptable competency is achieved or demonstrated.