



## Assessment Record

Program: PTA

Assessment period: Fall 2021- Summer 2022

### 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.

### Program Goals

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><b>SLO 1</b> 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> <b>Traditional Cohort:</b> Goal met 8/8 100% of students to receive 75% on CPI Performance Criteria #1 <b>Internet Cohort:</b> Goal met 8/8 100% of students to receive 75% on CPI Performance Criteria #1</p> <p><u>PTA 232</u> <b>Traditional Cohort:</b> Goal met: 8/8 (100%) achieved 75% or higher <b>Internet Cohort:</b> Goal met: 8/8 (100%) achieved 75% or higher</p>	<p><a href="#">Provide students with a WEB CPI technology review session during clinical orientation. This will assist the student in navigating through WEB CPI.</a> 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>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><b>SLO 2</b> 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><u>PTA 240</u> <b>Traditional Cohort:</b> Goal met 8/8 80% of the students will complete the assignment with a score of ≥75%. <b>Internet Cohort</b> Goal Met 80% of the students will complete the assignment with a score of ≥75%.</p> <p><u>PTA 201</u> <b>Traditional:</b> Goal not met: 7/8 (88%) achieved 80% or higher One student failed to include a critical aspect of the assignment</p>	<p>Student will submit the research article or other information chosen to support content prior to presenting the assignment.</p> <p>Students typically do well with this assignment as it describes a conflict they have encountered during clinical rotations and how it is resolved. The students that did not achieve 80% failed to</p>

			<p>which is included in the instructions and had multiple grammatical errors.</p> <p><b>Internet:</b>          Goal not met: 3/7 (43%) achieved 80% or higher          Four students failed to include a critical aspect of the assignment which is included in the instructions and had multiple grammatical errors</p>	<p>incorporate a proactive solution with their assignment resulting in a loss of points along with grammatical errors. <a href="#">Will review assignment instructions for clarity and emphasize the importance of following the instructions and importance of grammar.</a></p>
<p><b>SLO 3</b>          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><a href="#">100% of students to receive a rating of Intermediate or higher Performance</a></p> <p><a href="#">100% of students to receive a rating of entry level or higher performance</a></p>	<p><b>PTA 263</b>  <b>Traditional Cohort:</b> Goal met 8/8 (100%)  <b>Internet Cohort:</b> Goal met 7/7(100%) students to receive a rating of Intermediate Performance</p> <p><b>PTA 268</b>  <b>Traditional Cohort:</b> : Goal met 8/8 (100% of students to receive a rating of entry level performance  <b>Internet Cohort:</b> Goal met 7/7(100%) of students to receive a rating of entry level performance</p>	<p><a href="#">Provide student with a hardcopy of CPI item #6.</a> Review examples of APTA essential skills and how to complete final comment section to show competency in item#6</p> <p><a href="#">Provide student with a hardcopy of CPI item #12.</a> Review examples of APTA essential skills and how to complete final comment section to show competency in item#12</p>
<p><b>Submission date: September 23, 2022</b></p>			<p><b>Submitted by: Vanessa LeBlanc</b></p>	

## PTA 260 Clinical Education | 260

PTA 260 Clinical Education I

DATE	ITEM	Submission
Friday 8/20	Course Acknowledgement Form	Blackboard Submission tool due 11:55pm
Wednesday 10/13/21	WEB CPI training Certificate Please see assignment section for directions and website.	Submit hard copy to L.Naughter by 8:30am. Folder will be available in lab to submit certificate.
Friday 10/15/21	Clinical education Form CI student practicum preference	<b>Blackboard email</b> by 11:55pm
Friday 10/29 9:00am-12:00pm	<b>Orientation to PTA 260 Clinical Education Mandatory All Students!</b>  Internship Contract (ClinEd Form N)	On campus Bring laptop for WEB CPI Print off course schedule  Form N will be provided at orientation to sign.
Friday 11/5	Draft of Introductory Letter Due (ClinEd Form L)	Blackboard Submission Tool for "Intro Draft" by 11:55pm
	Draft of Data and Objectives Form Due (ClinEd Form D)	Blackboard Submission Tool for "DO Draft" by 11:55pm
	Policy Review Assignment <b>DUE BY 11:55pm</b>	Blackboard submission tool for "Policy Review" <b>by 11:55pm</b>

## Evidence in Support of SLO 2 – PTA 201

### PTA 201 Seminar: Conflict Resolution

#### Purpose:

The purpose of this assignment is for students to help one another become aware of possible conflicts within a physical therapy setting and to consider different methods for resolving these conflicts.

Based upon observations or personal experiences during any clinic education assignment, students are to create a posting that addresses the following:

- Describes a conflict that in the student's opinion was not a win-win situation.
  - The conflict should have existed between the student or another rehab professional **and** a patient, patient's family member, fellow staff member, administrator, third party payor (i.e. insurance company), another health care professional (for example, nurse, doctor, social worker), or other person that may influence the work environment (vendor, case managers)
  - The description should include
    - What issues were involved
    - The points of view for each of the involved parties
    - Was the issue resolved
    - What was the final outcome
  - The description should not include
    - Specific names of the parties involved
    - Specific names of the facilities where the conflicts occurred
- The student's suggestions for a proactive way that the student or other rehab professional could have tried to approach the situation in order to try for a win-win situation

#### Guidelines

- The posting must consist of at least 2 fully developed paragraphs.
- **Student postings are due on the "Conflict Resolution" discussion board within this Blackboard course by April 23, 2022 at 11:30 PM Central Standard Time.** This will allow you to share your experiences with your classmates.

#### Grading for this assignment

- Assignment consists of at least 2 fully formed paragraphs; no more than 5 paragraphs (2 points)
- **Spelling and grammar. (-1/2 points each error)**
- Writing describes conflict (10 points)
  - Parties involved without specific names
  - What issues were involved
  - The points of view for each of the involved parties
  - Was the issue resolved
  - What was the final outcome
- **Writing includes student's suggestions for a proactive way to create a win-win outcome. (5 points)**
- Student postings are due on the "Conflict Resolution" discussion board by the stated deadline. Please do not submit via the submission tool, use the discussion board only otherwise 25% deduction
  - Late assignments will be accepted for 48 hours after the due date for half credit.

**COMMUNICATION\***



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

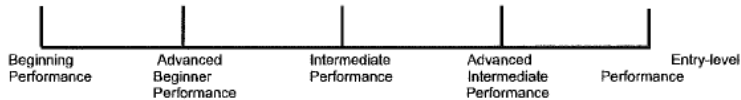
**ESSENTIAL SKILLS**

- 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.

Mid-experience  Final

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

With Distinction

**INTERVENTIONS:**

**FUNCTIONAL TRAINING AND APPLICATION OF DEVICES AND EQUIPMENT**

**12. Performs functional training\* in self-care and home management and application and adjustment of devices and equipment in a competent manner.**

<b>Functional Training Including:</b>	
▼	ADL* training – specifically:
▼	Transfers
▼	Bed mobility
▼	Device and equipment use and training
▼	Injury prevention or reduction
<b>Application/Adjustment of Devices/Equipment Including:</b>	
▼	Adaptive devices*
	Assistive devices* including:
▼	Cane
▼	Crutches
▼	Walkers
▼	Wheelchairs
▼	Long handled reachers
▼	Orthotic devices* (eg, braces, splints)
▼	Prosthetic devices – upper and lower extremity
▼	Protective devices* (eg, braces)
▼	Supportive devices* (eg, compression garments, elastic wraps, soft neck collars, slings, supplemental oxygen equipment)

<b>Associated Data Collection Techniques Including:</b>	
▼	Anthropometric characteristics
▼	Arousal, attention, and cognition
▼	Assistive and adaptive devices
▼	Body mechanics
▼	Environmental barriers, self-care, and home issues
▼	Gait, locomotion, and balance
▼	Integumentary integrity
▼	Neuromotor function
▼	Pain
▼	Posture
▼	Sensory Response

▼ Indicates that a drop down box will be available with the following options:  
**Student performed skill**  
**Student observed skill**  
**Skill not available at this setting**

**ESSENTIAL SKILLS**

- Reviews plan of care and collects data on patient's current condition to assure readiness for functional training and application of devices and equipment.
- Applies knowledge of contraindications and precautions for selected intervention.
- Performs functional training and application of devices and equipment safely, effectively, efficiently, and in a coordinated and technically competent manner consistent with the plan of care established by the physical therapist.
- Adjusts functional training and application of devices and equipment within the plan of care to maximize patient safety and comfort.
- Modifies functional training and application of devices and equipment within the plan of care to maximize patient response to the interventions.
- Progresses functional training and application of devices and equipment as described in the plan of care.
- Instructs patient, family members and other caregivers regarding strategies to minimize the risk of injury and to enhance function, including promotion of health, wellness, and fitness as described in the plan of care.
- Identifies barriers to learning (eg, literacy, language, cognition) and adjusts instructional techniques to meet patient learning style (eg, demonstration, verbal, written).
- Collects relevant data accurately and proficiently to measure and report patient response to functional training and application of devices and equipment.

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.