

PTA 125 Clinical Assessment Tool (CAT)- CI Physical Therapist Assistant Program



Prepare to be the **best**.

Student Name: _____

Name of Clinical Site: _____

Clinical Instructor (CI) Name: _____

CI Phone Number: _____

Instructions for CI/s:

- Assess student’s performance and complete the following assessment, including the rating scale and comments; please feel free to use the instrument on a daily basis to document observations
- Review the completed instrument formally with the PTA student at the end of the clinical experience
- The final section of signatures should be completed, following discussion, at the end of the rotation
- When complete, please return the document with the student for submission (if CI prefers, can scan and email document to abboudkaren@clarksoncollege.edu or fax to 402-552-6019, Attn: Karen Abboud)

Clarkson College’s Clinical Performance Expectation for PTA 125:

- By the end of the one week clinical the student is expected to have “**MET**” the following expectations:
 - a. Achieve a rating of **Intermediate Performance** (see chart) on **Safety** and **Professional Behaviors**
 - b. Achieve a minimum of **Advanced Beginner** (see chart) on all remaining criteria

**Rating scale adapted from APTA Web CPI Performance Level Anchor Definitions*

Criteria	Example of Skills	MET	NOT MET
1. Safety	<ul style="list-style-type: none"> • Exhibits conduct that reflects practice standards that are legal, ethical and safe. • Uses acceptable techniques with patients (body mechanics, guarding level) • Student demonstrates above skills 50-75% of the time without assistance, requires occasional cueing /correction /prompting from CI. (Intermediate) 		
Comments/ examples:			
2. Professional Behaviors	<ul style="list-style-type: none"> • Exhibits conduct that reflects commitment to profession of physical therapy. • Demonstrates initiative (prepared; seeks learning opportunities) • Punctual, dependable and wears appropriate attire for clinic setting. • Student demonstrates above skills 50-75% of the time without assistance, requires occasional cueing /correction /prompting from CI. (Intermediate) 		
Comments/ examples:			
3. Clinical Problem Solving	<ul style="list-style-type: none"> • Seeks clarification from supervising therapist and or/ CI • Collects and compares data to determine patient’s readiness before initiating interventions that are appropriate within established POC. • Demonstrates sound critical thinking within plan of care including appropriateness of progression and regression. • Student demonstrates above skills 25-50% of the time without assistance, requires moderate cueing /correction /prompting from CI. (Adv. Beginner) 		
Comments/ examples:			

Criteria	Example of Skills	MET	NOT MET
4. Therapeutic Interventions	<ul style="list-style-type: none"> Demonstrates competence in implementing components of interventions identified in the plan of care established by the physical therapist. Positioning, transfers, balance, gait training, thermal modalities, soft tissue mobilization, ROM, wheelchair management, ADL's, therapeutic exercises. Assessment for: ROM, strength MMT, vital signs, posture and gait. Student demonstrates above skills 25-50% of the time without assistance, requires moderate cueing /correction /prompting from CI. (Adv. Beginner) 		
Comments/ examples:			
5. Documentation	<ul style="list-style-type: none"> Completes thorough, accurate, logical, concise, timely, and legible documentation Follows guidelines and specific documentation formats required by state, regulatory agencies, and facility requirements. Student demonstrates above skills 25-50% of the time without assistance, requires moderate cueing /correction /prompting from CI. (Adv. Beginner) 		
Comments/ examples:			
6. Cultural Competence	<ul style="list-style-type: none"> Incorporates understanding of implications of individual and cultural differences and adapts behavior accordingly Communicates effectively, and with sensitivity, when there are language barriers, differences in race/ethnicity, religion, gender, age, national origin, sexual orientation, and disability or health status Is aware of own social/cultural biases and does not allow biases to negatively impact patient care 		
Comments/ examples:			

Area/s of Strength

Area/s for Improvement

Once **both** assessments have been prepared, reviewed, and discussed in final meeting by the CI(s) and student, please sign below to authenticate this process has been complete.

Student _____

Date _____

Clinical Instructor _____

Date _____

