Appendix 1

Note: The CLOs listed in the "Evidence" column are for reference-only. The rubric provided to students has a blank "Evidence" column, and evaluating instructors provide qualitative feedback during the examination to support the √+, √, and √- ratings.

PTA 103L Lab Practical 1 – W '15 -

🐞 **Critical Safety Elements** are noted in **BOLD.** These are **PASS/NO PASS.** Omission of critical safety elements during formal assessment will result in **a zero grade and the lab final must be successfully repeated in order to be eligible to pass the course. Students are expected to demonstrate prior learning for "red flag" patient and personal safety.** V+ or V indicates safe and effective treatment; V- indicates omissions, ineffective Rx, below appropriate level; Repeat indicates unsafe and/or ineffective Rx

Treatment Planning – Assessed with examiner before starting treatment	Evidence *LCC CLO*				
Demonstrates knowledge of the context and complexity of patient scenario	*Think critically*	√+	√	√-	
Supports proposed treatment session with contextually appropriate and accurate examples, includes quantitative reasoning (e.g., HR max, RPE, VS)	*Apply learning*	√+	√	√-	
Determines if there is a need for clarification with supervising PT prior to initiate treatment	*Communicate effectively*	√+	√	√-	
Selects and prepares appropriate equipment consistent with clinical standards	*Creates* effective treatment/patient care environment	√+	√	√-	

Portrays of expectations for professional SPTA behaviors (dress, prepared with materials, timeliness, name tag) with fidelity	*Creates* effective treatment/patient care environment	√+	√	√-	
▆ **verbalizes signs and symptoms of an emergency (cyanosis, marked change in A&O, s/sx of uncontrolled HTN)**	*Think critically*				▆Repeat
Comments					Score /20
SPTA-Patient Communication – Assessed throughout treatment scenario	Evidence				
Collaborates with patient to achieve shared goals	*Engage diverse values with civic and ethical awareness*	√+	√	√-	
Determines need for specific subjective information; integrates other relevant patient concerns and questions into pre-treatment data collection	*Communicate effectively* *Apply Learning* *Create ideas and solutions*	√+	√	√-	
Demonstrate honesty, openness to alternative plan, and respect for patient	*Communicate effectively*	√+	√	√-	
Check for patient understandings or misunderstandings allow for questions and respond professionally; screens for A&O status	*Communicate effectively*	√+	√	√-	

		√+	√	√-	
Communication style, tone, and approach is reflects understanding of patient's cognitive status and ability to attend	*Communicate effectively*	√+	√	√-	
Integrates case evidence and communication skills to safely and effectively encourage patient as an active participant	*Think critically* *Communicate effectively* *Apply learning*	√+	√	√-	🚩Repeat
Comments					Score /30
Application of Intervention	Evidence				
Demonstrates respect and value of privacy and cultural norms for modesty and personal space **(e.g., includes draping and** 🚩**manual contact considerations)**	*Engage diverse values with civic and ethical awareness*	√+	√	√-	🚩Repeat

		√+	√	√-	
Selects appropriate interventions to progress toward patient goals ☐ Therapeutic exercise ☐ Activity tolerance ☐ Breathing exercises or airway clearance ☐ Pt educ. in incentive spirometer	*Apply Learning* *Create ideas and solutions*	√+	√	√-	
Monitor patient response (e.g., observation, RPE, VS, s/sx of physiological stress); discontinues Rx as needed based on patient response	*Think Critically*	√+	√	√-	Repeat
Interventions reflect strong clinical reasoning, are connected to evidence and data collected, and align with patient goals and plan of care	*Think critically* *Apply learning* *Create ideas and solutions*	√+	√	√-	
Instructional are consistent with motor learning principles, includes adaptations as needed for impaired cognition, hearing, vision, etc.	*Communicate effectively* *Apply learning* *Create ideas and solutions*	√+	√	√-	
Demonstrates workplace expectations for time and case management; organizes session for efficiency	*Apply learning*	√+	√	√-	
Comments					Score /30
Outcomes – SOAP Note	Evidence	√+			

Summarizes treatment in writing according to ethical (includes care provided, no additions or significant omissions, errors handled correctly) and professional standards of practice (e.g., date, time, signature, professional designation, other parties present, third party communications)	*Engage diverse values with civic and ethical awareness* *Communicate effectively* *Apply learning*	√+	√	√-	
Includes interventions and relevant data that support skilled and medically necessary service	*Think critically* *Apply learning*	√+	√	√-	
Includes data collected that is functional, measureable and relevant to effective clinical decision making	*Think critically* *Apply learning*	√+	√	√-	
Draws appropriate conclusions: assesses treatment outcomes	*Think critically* *Apply learning* *Create ideas and solutions*	√+	√	√-	
Reflect on successes and obstacles; writes a relevant follow-up plan	*Create ideas and solutions*	√+	√	√-	
Comments					Score /20

Final Score (100 pts possible) =   Additional comments: