

CLO Rubric Development Project Report Form – Part 1

Core Learning Outcome: Apply

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Definition: Applied learning occurs when students use their knowledge and skills to solve problems, often in new contexts. When students also reflect on their experiences, they deepen their learning. By applying learning, students act on their knowledge. Students who apply learning:

Dimension Assessed*	Accomplished 4	Proficient 3	Developing 2	Beginning 1
Connect theory and practice to develop skills, deepen understanding of fields of study and broaden perspectives	<p>Seeks input or feedback from supervising PT or from experienced colleagues in clinical setting 100% of the time for decision making situations with unfamiliar patient conditions</p> <p>Combines observed trends in clinical practice and reliable evidence from literature to formulate effective treatment schemes for patients with familiar diagnoses at least 75% of the time</p>	<p>Predict potential consequences of a course of action when making decisions during a simple patient simulation</p> <p>Requires prompting from instructor, peers, or course material approximately 25% of the time to make safe, appropriate and relevant clinical decisions</p> <p>Combines skills from all previous courses to maximize the benefit of the treatment scheme for 100% of patient interactions</p>	<p>Initiates feedback from instructors and utilize input from peers to formulate treatment schemes and complete clinical decision making during a patient simulation</p> <p>Requires prompting from instructor, peers, or course material approximately 50% of the time to make safe, appropriate and relevant clinical decisions</p> <p>Utilizes skills from previous courses to connect with newly acquired skills/instruction in order to maximize the</p>	<p>Refers to material from prerequisite courses while developing foundational knowledge for clinical practice and patient education</p> <p>Requires prompting from instructor, peers, or course material approximately 75% of the time to make safe, appropriate and relevant clinical decisions</p> <p>Recognizes the value of the material from each individual course as part of overall skill set for an entry-level PTA</p>

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			benefit of the treatment scheme for a simple patient simulation	
Apply skills, abilities, theories or methodologies gained in one situation to new situations to solve problems or explore issues	<p>Demonstrates consistent ability to select, modify, and adapt interventions included in the plan of care to progress each patient toward treatment goals with strong attention to internal and external factors which influence patient performance and outcomes</p> <p>Participates and seeks out routine opportunities for Continuing Education to advance existing conceptual and practical skills for clinical practice</p> <p>Exhibits ability to independently self-assess and self-correct a selected clinical intervention and modify as needed to maximize outcome of treatment scheme in progress</p>	<p>Actively seeks out time to practice acquired clinical and practical skills outside of normal working hours during clinical rotations</p> <p>Demonstrates improved ability to predict expected versus unexpected outcomes for a treatment or learning objective; modifications to initial treatment approaches based on patient response are accurate at least 75% of the time</p> <p>Performance on practical exams and skill checks is enhanced from study guide material or the ability to have patient case scenarios prior to taking examinations in less than 25% of formal assessment situations</p>	<p>Actively seeks out time to practice acquired clinical and practical skills outside of normal instruction time with minimal prompting from instructors or peers</p> <p>Describe errors and demonstrate correct responses upon completion of a practical examination or skill check, requires prompting 25% of the time</p> <p>Demonstrates some ability to predict expected versus unexpected outcomes for a treatment or learning objective; introduces modifications to initial treatment approaches based on patient response with 50% accuracy</p>	<p>Actively seeks out time to practice acquired clinical and practical skills outside of normal instruction time with prompting from instructors or peers</p> <p>Initiates understanding of errors and omissions on assignments and practical exams, requires prompting from instructors 50% of the time</p> <p>Performance on practical exams and skill checks is significantly enhanced from study guide material or the ability to have patient case scenarios prior to taking examinations in 75% of formal assessment situations</p>

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			Performance on practical exams and skill checks is enhanced from study guide material or the ability to have patient case scenarios prior to taking examinations in 50% of formal assessment situations	
Use mathematics and quantitative reasoning to solve problems	<p>Interprets and makes complex judgments in selecting and adjusting interventions based on combined tests and measures performed routinely along the continuum of care in a simulated case</p> <p>Requires <25% supervision or is capable of interpreting and making competent judgments in the clinical workplace in selecting and adjusting interventions based on combined tests and measures</p>	<p>Interprets and makes competent judgments in selecting and adjusting interventions based on combined tests and measures performed along the continuum of care in a simulated case;</p> <p>Requires 50-90% supervision in to interpret and make competent judgments in the clinical workplace in selecting and adjusting interventions based on combined tests and measures</p>	<p>Measures affected segments to interpret status and outcomes in a simulated case</p> <p>Makes basic or tentative judgments in adjusting interventions based on tests and measures in a simulated case</p>	<p>Use quantitative data to select an intervention specific to the problem in a simulated case</p> <p>Define functional status in quantitative terms in a simulated case</p>
Integrate and reflect on experiences and learning from multiple and diverse contexts	Thoroughly considers functioning, disability, and contextual factors (environmental and personal) included in the plan of care when planning, selecting,	Adapts treatment planning approaches based on prior learning and case specific information (functioning, disability, and contextual factors (environmental and	Begins to consider functioning, disability, and contextual factors (environmental and personal) included in the plan of care when	Retrieves and applies discrete skills with some attention to integrating the individual patient experience in a case simulation

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	<p>modifying, and adapting interventions</p> <p>Analyzes and interprets multiple sources (course, evidence, resources, peer/instructor/simulated patient feedback) in self-assessing effectiveness.</p> <p>Self-assessment is consistent with expectations for entry-level practice and includes evidence of commitment to seeking mentorship lifelong learning</p>	<p>personal))</p> <p>Connects some program content, evidence, resources, and peer/instructor/simulated patient feedback in self-assessment of performance</p> <p>Self-assessment of performance is mostly consistent with published expectations for a case of moderate complexity</p>	<p>planning, selecting, and modifying, interventions</p> <p>Attempts to include program content, resources, and peer/instructor/simulated patient feedback in self-assessment of performance</p> <p>Self-assessment of performance is mostly consistent based on published expectations of or a case with minimal to moderate complexity</p>	<p>Detects errors with prompting from peers and instructors</p> <p>Assesses own performance with minimal to moderate consistency based on published expectations in a minimally complex case</p>