**CI Tips for Determining “Entry-Level” Student Performance**

As an overarching goal, Sinclair PTA students are expected to be at “Entry-Level Performance” (ELP) in all 14 criteria on the CPI by the completion of their final clinical. However, sometimes it can be difficult to determine what “entry-level” truly means. Here are some tips to assist in the process.

First off, here is a reminder of the **definition of Entry-Level Performance** (ELP) provided by the APTA for the PTA CPI Web:

* “A student who is **capable of** completing tasks, clinical problem solving, and interventions / data collection for patients with simple or complex conditions under the 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 a physical therapist.”1

Below is a table that looks more closely at each of the **5 Performance Dimensions** and provides questions you may ask yourself to help determine if your student is demonstrating Entry-Level Performance:

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| **Performance Dimension** | **Questions to Ask to Determine ELP** |
| **Supervision / Guidance:**  **Capable of** working under general supervision from a physical therapist. | * Although you are supervising the student, would you feel comfortable if the student were only being supervised by the prescribing PT? * Does the student show awareness of safety and ability to self-correct or ask others for assistance in unfamiliar or ambiguous situations? * Is the student communicating with the PT regarding patient care in a manner consistent with that of a licensed PTA? * If you **are** providing more supervision or guidance with any skills, are these skills one would expect a new PTA graduate, on their first job, to possess? |
| **Quality:**  Demonstrates proficiency and skill | * Thinking of the skills that you would expect a new PTA graduate to possess, does the student show confidence and competence in these skills? * When new or unusual situations occur, does the student seek out appropriate assistance? |
| **Complexity:**  Can perform both simple and complex tasks, clinical problem solving, and interventions / data collection | * Can the student monitor patients, collect data, and perform treatments on all patients on the case load that you would expect a new PTA graduate to be able to treat? * If there are more complex patients on the caseload than a new graduate would be expected to treat independently, does the student demonstrate the ability to seek out appropriate assistance, when necessary? |
| **Efficiency:**  **Capable of** maintaining 100% of a full-time PTA’s workload | * Even if the student is **not** treating 100% of the caseload (due to insurance restrictions, patient preference, low-census, etc..), would the student be **capable** of managing a full caseload of patients, including documentation, in a timely manner? |
| **Consistency:**  Performs as noted above on a consistent basis | * Has the student demonstrated the ability to perform the skills listed above regularly? |