USING OBJECTIVES DURING CLINICAL EDUCATION
The slide that follows is the assignment the student was given in regards to objectives, prior to going to clinicals.
State 3 elective objectives you wish to meet during your Clinical II rotation. In other words, what do you want to take from this rotation?

Your objectives will cover the 4 components of an objective:

**Audience** (the “who”) - this is always the learner (or patient once you are a PTA). This is never your CI.
Example: “the SPTA will....”

**Behavior** (the “what”- use action verbs) - what the learner must do, demonstrate or perform.
Example: “.........describe the physics of an ultrasound intervention for a tight muscle”

**Condition** (the “when”) - the circumstances under which the objective will be achieved and/or the tools and equipment necessary to achieved desired outcome
Example: “following a lecture....” Or “Given a skeleton”

**Degree** (the “how well”) - the level of acceptable performance; how well the learner must perform.
Example: “accurately” or “within one minute”

Examples of complete objectives:

1. Trudy (insert your name) will be able to compute minutes into correct number of units and appropriate charges after a session of physical therapy intervention.

2. Trudy will be able to accurately identify all muscles involved in a total hip, after watching a surgery. (or whatever surgery you find yourself being able to observe)

3. Trudy will be able to assess accurately a patient’s heart rate, target heart rate and blood pressure for an intervention that involves a patient’s aerobic conditioning.

4. Trudy will be able to perform correct goni measurements of patient’s involved extremity by knowing normative values and comparing to patient’s uninvolved side.

5. Trudy will be able to celebrate her last day of clinical rotation by bringing in chocolate chip cookies for her awesome CI! Ok...so it’s not exactly a professional objective, but it is the most enjoyable one!
STUDENT’S OBJECTIVES

• What is the student hoping to learn from this rotation? The student has three objectives and is prepared to give the CI those on the first day of clinical.

• How can I help the student to meet those objectives?
Questions for the CI:
• Are the objectives obtainable at your facility?
• Are the objectives too vague or broad?
• Are the objectives within scope of PTA practice?

Talk to student about their objectives
- Clarify
- Realistic
- Revamp
To help keep the student’s objectives at the forefront, the following slide gives you a form called “Student Program Planning Flow Chart” to use in creating your own objectives with the PTA student.

Objectives help clear up a few things by stating the purpose and/or goals.
STUDENT PROGRAM PLANNING FLOW CHART

STUDENT’S NAME: 
SCHOOL: 
INSTRUCTOR(S): 
DATE OF CLINICAL EXPERIENCE: 

<table>
<thead>
<tr>
<th>Specific Targeted Behaviors</th>
<th>Long Term Goals</th>
<th>Objectives</th>
<th>Learning Experience</th>
<th>Available Resources</th>
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<td>This is where you indicate specific behaviors your student needs to work on</td>
<td>The should be clear and concise instruction for your student; stating the tasks you’ve delegated.</td>
<td>This is where your STG will be stated. What do you want the outcome to be re: your student’s behavior in PT setting?</td>
<td>This is how your student performs the objective. You can ask them: “Can we progress this patient?” or “In what area do we want to progress the patient?”</td>
<td>This is where you need to make sure case load appropriate to the tasks you are delegating to student</td>
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Be sure to share the Student Program Planning Flow Chart with your student.
Objectives will be met and new ones will need to be made. The following slide is a link to the APTA website and the entry level skills of a PTA. At the end of the final clinical rotation this is where the student will ideally be.

The student will need to originate their new objectives under your guidance. A good starting point is for the student to ask, “Where do you feel you need to gain more knowledge and skill?” Neuro re-ed? Progression? Decision making? This is where your input/feedback is valuable in what you’ve observed with the student.
MINIMUM REQUIRED SKILLS OF PHYSICAL THERAPIST ASSISTANT GRADUATES AT ENTRY-LEVEL BOD G11-08-09-18 [GUIDELINE]

The above link is to the APTA website and lists the minimum skills of an entry level PTA.

“Minimum skills were defined as foundational skills that are indispensable for a new graduate physical therapist assistant to perform on patients/clients in a competent and coordinated manner under the direction and supervision of the physical therapist.” ~taken from the above link, (www.apta.org)