

Goal Setting

CONSIDER THE FOLLOWING WHEN MAKING GOALS FOR/WITH THE STUDENT:

COGNITIVE ABILITY

- HOW WELL DOES THE STUDENT KNOW THE INFORMATION, & DO THEY HAVE THE BACKGROUND KNOWLEDGE TO PERFORM THINGS

PYSCHOMOTOR ABILITY

- HOW WELL DO THEY PERFORM THE ACTUAL TASKS AND TREATMENTS

AFFECTIVE BEHAVIOR

- HOW WELL DO THEY TAKE CRITICISM/FEEDBACK, & HOW WELL DO THEY COMMUNICATE WITH PATIENTS AND OTHER STAFF MEMBERS

Examples of appropriate goals:

- Following a demonstration, the student will safely perform a transfer using a transfer board with a patient with left hemiparesis requiring minimal cueing by the end of the week 1.
- Following an in-service on the biomechanics of the shoulder, the student will complete an examination of the shoulder with minimal assistance from the clinical instructor by the end of week 4.
- After student self-assessment, the student will actively seek feedback on his performance without cueing from the CI by the end of week 2.
- By the completion of the clinical education experience, the student will independently seek opportunities to assist other physical therapists or physical therapist assistants providing patient interventions during unscheduled times in their day.