
Appendix A

WORK PROCESS SCHEDULE

AND

RELATED INSTRUCTION OUTLINE



Appendix A

**WORK PROCESS SCHEDULE
THERAPY AIDE
(Existing Title: Physical Therapy Aide)
O*NET-SOC CODE: 31-2022.00 RAPIDS CODE: 2011CB**

This schedule is attached to and a part of these Standards for the above identified occupation.
On the Job Learning Description:

1. APPRENTICESHIP APPROACH

Time-based Competency-based Hybrid

2. TERM OF APPRENTICESHIP

The term of the occupation shall be defined by the attainment of all competencies of the position, which would be reasonably expected to occur within 2 to 3 years of OJL, supplemented by 145 hours of related instruction during the apprenticeship. The sponsor may recognize prior-learning achievements or demonstration of competencies to account for related instruction or OJL hours.

3. RATIO OF APPRENTICES TO JOURNEYWORKERS

The apprentice to journeyworker ratio is: 1 Apprentice to 1 Journeyworker.

4. APPRENTICE WAGE SCHEDULE

Apprentices shall be paid a progressively increasing schedule of wages. Apprentices' starting wage should be a minimum of \$15.87 per hour. The journeyworker wage is \$17.83 per hour, which is to be paid to the apprentice after completion of the apprenticeship. The starting wage and journeyworker wage may be adjusted to accommodate each employer and shall be uploaded into the Rapids database. This wage scale is specifically for Denver, CO, and may vary based on minimum wage laws in different geographic locations, which will be indicated on Appendix D.

Term 2022:

1st Period	Starting Wage (0-18 months)	\$15.87/hr.
2nd Period	On level (18-36 months)	\$16.83/hr.
Completion	Full Competency	\$17.83/hr.

5. PROBATIONARY PERIOD

Every applicant selected for apprenticeship will serve a probationary period of 500 hours or one year, whichever is shorter.



6. SELECTION PROCEDURES

Please see page A-13



WORK PROCESS SCHEDULE
THERAPY AIDE
(Existing Title: Physical Therapy Aide)
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Description: The Therapy Aide is responsible for assisting Occupational Therapists, Speech Therapists, Outpatient Therapists, or Therapeutic Recreation Therapists and the like with providing therapy services that are planned, delegated, and supervised by the qualified Therapist in accordance with the patient's treatment plan. Therapy Aide apprentices prepare patients and equipment for therapy and follow through with equipment processes and procedures as instructed. They maintain treatment equipment and supplies in clean and proper working conditions for the purpose of implementing motor/therapy goals, perform clerical, administrative, and secretarial duties such as answering phones, restocking and ordering supplies, and completing insurance paperwork. Prepare and maintain work area, materials, and equipment, and maintain an inventory of treatment and educational supplies

On-The-Job Training: Apprentices will receive training in the various work experiences listed below. The order in which this training is given will be determined by the flow of work on the job and will not necessarily be in the order listed.

Ratings are:

- (4) Exceeds Expectations (Advanced)
- (3) Meets Expectations (Proficient)
- (2) Meets Some Expectations (Emerging)
- (1) Does Not Yet Meet Expectations (Novice)
- (0) Not applicable (No Skill)

4. Exceeds Expectations (Advanced): Consistently exceeds performance standard established for the time in position. Achieves results above and beyond what is required. Extends themselves in their roles to exceed personally and as a team to achieve exceptional results.

3. Meets Expectations (Proficient): Employee meets all expectations in a fully satisfactory way and is proficient in the outlined competencies.

2. Meets Some Expectations (Emerging): Meets the performance standards established for time in position. Handles routine tasks & some unexpected situations with the usual amount of supervision. Can continue to develop with coaching, training or more experience to gain proficiency.

1. Does Not Yet Meet Expectations (Novice): Occasionally meets some of the objectives related to this goal but does not meet others in a fully satisfactory way. This performance level generally indicates the need for additional coaching, training or other plan for performance improvements.

0. Not Applicable (No Skill): Training in this competency has not yet begun.

Apprentices need to receive a "3" or better in each competency in order to complete the



apprenticeship.

Apprentice Competency Evaluation

Core Competencies	Required for this employer (yes/no)	Rating	Supervisor Sign-off	Date
<p><i>Patient Communication</i></p> <ul style="list-style-type: none"> ● Encourage patients and attend to their physical needs to facilitate the attainment of therapeutic goals. ● Explain medical instructions to patients or family members ● Train patients to use orthopedic braces, prostheses, or supportive devices. ● Appropriately communicate with patients, including those who are cognitively impaired or mentally ill. 				
<p><i>Record Keeping</i></p> <p><i>Accurately maintain medical records.</i></p> <ul style="list-style-type: none"> ● Observe patients' attendance, progress, attitudes, and accomplishments and ● Record and maintain information in client records. record vital statistics or other health information. <p><i>Monitor patient progress or responses to treatments by observing patients during treatment reporting progress to physical therapist.</i></p>				
<p><i>Equipment and Supply Management</i></p> <ul style="list-style-type: none"> ● Prepare patient treatment areas for use, including preparing and maintaining work area, materials, and equipment and educational supplies. ● Maintain equipment or furniture to keep it in good working condition, including performing the assembly or disassembly of equipment or accessories. ● Stock treatment or patient care supplies. ● Inventory treatment supplies or equipment. 				
<i>Patient Care</i>				



<ul style="list-style-type: none"> ● Measure patient's range-of-joint motion, body parts, or vital signs to determine effects of treatments or for patient evaluations. ● Instruct, assist and safeguard patients in therapeutic activities. ● Assist patients to dress, undress, or put on and remove supportive devices, such as braces, splints, or slings. Engage patients in exercises or activities. ● Administer active or passive manual therapeutic exercises, therapeutic massage, or heat, light, sound, water, or electrical modality treatments, such as ultrasound. ● Administer traction to relieve neck or back pain, using intermittent or static traction equipment. ● Hold patients to ensure proper positioning or safety, securing patients into or onto therapy equipment. ● Fit patients for orthopedic braces, prostheses, or supportive devices, adjusting fit as needed. ● Confer with physical therapy staff or others to discuss and evaluate patient information for planning, modifying, or coordinating treatment. 				
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Apprenticeship Competencies – Career Readiness

In addition to mastering all the essential technical competencies outlined in the work processes, an apprentice must consistently demonstrate growth and proficiency in the following career readiness competencies to complete the apprenticeship.

Apprentices will be evaluated in these competencies semi-annually, and the supervisor will initial and date the accomplishment of the career ready competency at each review.

Ratings are:

- (4) Exceeds Expectations (Advanced)
- (3) Meets Expectations (Proficient)
- (2) Meets Some Expectations (Emerging)
- (1) Does Not Yet Meet Expectations (Novice)
- (0) Not applicable (No Skill)

4. Exceeds Expectations (Advanced): Consistently exceeds performance standard established for



the time in position. Achieves results above and beyond what is required. Extends themselves in their roles to exceed personally and as a team to achieve exceptional results.

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2. Meets Some Expectations (Emerging): Meets the performance standards established for time in position. Handles routine tasks & some unexpected situations with the usual amount of supervision. Can continue to develop with coaching, training or more experience to gain proficiency.

1. Does Not Yet Meet Expectations (Novice): Occasionally meets some of the objectives related to this goal but does not meet others in a fully satisfactory way. This performance level generally indicates the need for additional coaching, training or other plan for performance improvements.

0. Not Applicable (No Skill): Training in this competency has not yet begun.

Apprentices need to receive a “3” or better in each competency in order to complete the apprenticeship.

ENTREPRENEURIAL SKILLS	Required for this employer (yes/no)	Rating	Supervisor Sign-off	Date
Critical Thinking/Problem Solving <ul style="list-style-type: none"> ● Recognize that problems can be identified, and possible solutions can be generated ● Define the problem using a variety of strategies ● Make connections between information gathered and personal experiences to apply and/or test solutions 				
Creativity / Innovation <ul style="list-style-type: none"> ● Demonstrate curiosity, imagination and eagerness to learn more ● Build on personal experience to specify a challenging problem to investigate ● Engage in novel approaches, moves, directions, ideas and/or perspectives 				
Inquiry <ul style="list-style-type: none"> ● Recognize and describe cause-and-effect relationships and patterns in everyday experiences ● Investigate to form hypotheses, make observations and draw conclusions ● Test hypotheses/prototype with planned process for getting feedback 				
Risk Taking				



<ul style="list-style-type: none"> • Demonstrate a willingness to try new things • Demonstrate flexibility, imagination and inventiveness in taking on tasks and activities • Innovate from failure, connect learning across domains and recognize new opportunities 				
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PERSONAL SKILLS	Required for this employer (yes/no)	Rating	Supervisor Sign-off	Date
Self-Management / Self Awareness <ul style="list-style-type: none"> • Accurately recognize one's own emotions, thoughts and values and how they influence behavior • Appropriately express one's own emotions, thoughts and values and identify how they influence behavior • Assess personal strengths and limitations, with a well-grounded sense of confidence, optimism and a 'growth mindset' 				
Self-Direction <ul style="list-style-type: none"> • Recognize personal characteristics, preferences, thoughts and strengths • Pursue opportunities to engage and learn interests • Apply knowledge to set goals, make informed decisions and transfer to new contexts 				
Adaptability / Flexibility <ul style="list-style-type: none"> • Recognize emotional response to ideas that differ from one's own • Regulate reactions to differing perspectives • Look for and value in different perspectives expressed by others 				
Perseverance / Resilience <ul style="list-style-type: none"> • Resist distractions, maintain attention, and continue the task at hand through frustration or challenges • Set goals and develop strategies to remain focused on learning goals • Focus on learning goals by employing motivation and familiar strategies for engagement and evaluate progress, making necessary changes to stay the course 				



CIVIC/INTERPERSONAL SKILLS	Required for this employer (yes/no)	Rating	Supervisor Sign-off	Date
<p>Collaboration / Teamwork</p> <ul style="list-style-type: none"> Recognize how personal actions have had a positive or negative impact on others with feedback as needed Recognize how members of a community rely on each other, considering personal contributions as applicable Follow a process identified by others to help generate ideas, negotiate roles and responsibilities, and respects consensus in decision making 				
<p>Communication</p> <ul style="list-style-type: none"> Articulate personal strengths and challenges using different forms of communication to express oneself Consider purpose, formality of context and audience, and distinct cultural norms when planning content, mode, delivery and expression Establish goals for communication and plan out steps accordingly 				
<p>Global / Cultural Awareness</p> <ul style="list-style-type: none"> Compare attitudes and beliefs as an individual to others Identify and explain multiple perspectives (cultural, global) when exploring events, ideas and issues Plan and evaluate complex solutions to global challenges that are appropriate to their contexts using multiple disciplinary perspectives (such as cultural, historical and scientific) 				
<p>Ethics</p> <ul style="list-style-type: none"> Takes great care with organizational data Does not disclose any kind of personal or sensitive organizational information; understands that all data is confidential Demonstrates honesty and integrity in all interactions. If an error is made, prioritizes minimal impact to the organization over their own reputation 				



PROFESSIONAL SKILLS	Required for this employer (yes/no)	Rating	Supervisor Sign-off	Date
Task/Time Management <ul style="list-style-type: none"> • Articulate task requirements and identify deadlines • Develop and utilize basic task and time-management strategies effectively • Demonstrate task-management attributes associated with producing high-quality products including the abilities to: 1) Work positively and ethically 2) Manage time and projects effectively 3) multi-task 4) Clearly communicate with others 				
Self-Advocacy <ul style="list-style-type: none"> • Appropriately express a range of emotions to communicate personal ideas/needs • Ask questions to develop further personal understanding • Demonstrate confidence in sharing ideas/feelings 				
Work Ethic <ul style="list-style-type: none"> • Complete tasks with ongoing support • Seek clarity on tasks and needs occasional support • Demonstrate skill in assigned tasks and completes with little or no support 				

ACADEMIC SKILLS	Required for this employer (yes/no)	Rating	Supervisor Sign-off	Date
Core Academic Foundation <ul style="list-style-type: none"> • Begins to use math and literacy skills to inform work • Uses math and literacy skills to perform job tasks with frequent checks by supervisor • Independently and consistently use math and literacy skills to perform tasks (with occasional checks for quality) 				



RELATED INSTRUCTION OUTLINE
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Related instruction - The curriculum is defined as a variety of classes, around which the exams and projects are based. By defining the related instruction this way, all related instruction competencies required of the students are met through a combination of coursework and/or hands-on exercises. Employers will select relevant courses for related instruction in the topics outlined below, totaling at least 144 hours over the duration of the apprenticeship. Selection of required topics and associated training time may vary by employer and apprentice. Employer may add additional occupation specific courses as necessary over and above those specified below.

RELATED INSTRUCTION	Approximate Hours
Apprenticeship Orientation	15
Workplace Essentials	45
Employer Onboarding	10
Patient Communication	15
Patient Care & Rights	15
Medical Care & Support	15
Medical Equipment	15
Patient Personal Care	15
TOTAL RI HOURS	145

COURSE DESCRIPTIONS

Apprenticeship Orientation (15 hours)

Introduction to career-readiness to prepare students for working in a professional environment: apprenticeship and workplace expectations with a focus on growth mindset.

Workplace Essentials (45 hours)

Skills in common computer applications, effective workplace communication, time management, and conflict resolution.

Employer Onboarding (10 hours)

Orientation training provided to new employees by the employer.

Patient Communication (15 Hours)

Prepares apprentice to answer patient call signals, signal lights, communicate with patients who



need assistance or social and emotional support. Be able to provide medical instructions to patients or family members. Learn how to appropriately communicate with residents including those who are cognitively impaired or mentally ill.

Patient Care and Rights (15 Hours)

Prepares the student to perform the fundamental skills of the nurse aide. Basic nursing skills, communication skills, restorative services, personal care skills, safety and emergency care issues are covered. Includes knowledge and/or principles of asepsis, OSHA and HIPAA regulations. Ethical behaviors, cultural sensitivity and principles of mental health will be addressed, as well as patient/resident rights. The course applies guidelines related to the professional, legal, and ethical scope of practice of the Practical Nurse, including demonstrating safe performance of all psychomotor skills. Comprehension of medical documentation basics, including retrieving patient charts and workflow patterns. Understanding of current Health Information Technology (HIT) practices.

Medical Care & Support (15 hours)

Teaches apprentice how to record vital signs, such as temperature, blood pressure, pulse, oxygen level, respiration rate, as directed by medical or nursing staff. Observe or examine patients to detect symptoms that may require medical attention, such as bruises, open wounds or blood in the urine. Reminds patients to take medications or nutrition supplements. Apply clean dressings, slings stockings, prosthetic or orthotic devices, under the direction of a nurse, physician or therapist.

Provide a range of motion to patients who are comatose, paralyzed, or have restricted mobility. Offload pressure as indicated by turn schedule, follow restorative/therapy plan. Assist nurse or physicians in the operation of medical equipment or provision of patient care. Administer medications or treatments, such as catheterizations, suppositories, irrigations, enemas, massages, or douches, as directed by a physician or nurse.

Medical Equipment (15 hours)

Teaches students terminology and function of medical equipment used in Physical Therapy Aide settings. Students learn to prepare patient treatment areas for use, including preparing and maintaining work area, materials, and equipment and educational supplies.

Patient Personal Care (15 hours)

Teaches apprentices best practices and medical implications for proper patient personal care. This includes:

- Learning to turn or reposition patients with limited mobility, provide physical support to assist patients in performing daily activities such as getting out of bed, bathing, mouth care, dressing, skin care, toileting, bed pans, standing, walking or exercising.
- Safety and transfer techniques to undress, wash, dress patients, and lift patients to move them to other areas using wheelchairs, stretchers, or moveable beds.
- How to prepare patients for treatments and examinations
- Learning to position or hold patients in position for procedures.



SELECTION PROCEDURES

1. Apprenticeship opportunities are shared with students enrolled in CareerWise and its affiliated programs.
2. Interested applicants complete the application process outlined in the apprenticeship recruitment notice. All suitably qualified applicants can apply to the apprenticeship opportunity.
3. All applicants that meet the minimum qualifications will be selected for an employer interview.
4. At the time of interview, applicants will be asked the same set of questions to ensure each applicant is treated equally.
5. Applicants shall be rated and ranked based on interview scores.

If required by the employer, the top candidates may be invited for a second interview.

6. The applicants will be notified of the hiring decision in a timely manner and all applicants will be treated equally with regard to notifications.
7. All records regarding the selection of apprentices will be forwarded to and maintained by the Sponsor (see Sponsor Requirements Guide).

Direct Entry:

The Sponsor may allow direct entry applicants that are part of an employer's incumbent workforce, a qualified pre-apprenticeship program, or Job Corps graduates whose training, similarly, qualifies them for the occupation.