

Physical Therapist Assistant Program  
School of Science, Health, and Criminal Justice  
2019 Calendar Year Assessment Report



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# What was assessed? Student learning outcomes list:

- All PSLOs linked to ISLO 5: Industry, Professional, Discipline-Specific Knowledge and Skills
- *PSLO 4 – Safety*
  - *Demonstrate safe practice in all situations.*
- *PSLO 5 – Plan of Care*
  - *Communicate an understanding of the plan of care developed by the physical therapist to achieve short and long term goals and intended outcomes.*
- *PSLO 6 – Intervention Implementation*
  - *Demonstrate competence in implementing and adjusting selected components of interventions identified in the plan of care established by the physical therapist.*
- *PSLO 7 – Data Collection*
  - *Demonstrate competency in performing components of data collection skills essential for carrying out the plan of care.*



# What was assessed? Student learning outcomes list: (con't)

- *PSLO 9 – Patient Education*
  - *Participate in educating and providing patient-related instruction to patients, family members, and caregivers based on the plan of care.*
- *PSLO 10 – Documentation*
  - *Complete accurate and timely documentation in accordance with regulatory guidelines to support the delivery of physical therapy services.*
- *PSLO 12 – Participation in Healthcare Environment*
  - *Participate in activities that contribute to the effective function of the healthcare environment.*
- *PSLO 13 – Administrative Functions*
  - *Participate in practice management functions within a physical therapy service, including billing and organizational planning.*
- *PSLO 15 – Career Development*
  - *Identify career development and lifelong learning opportunities for the physical therapist assistant.*



# How was the assessment accomplished?

- Student work assessed:
  - Lab Competency and Practical Exam Performance
  - Written Assignments (homework, case studies)
  - Unit and Final Exam Questions
  - Clinical Performance
- Measurement strategy:
  - Lab Competency Grading Rubrics
  - Lab Practical Grading Rubrics
  - Written Assignment Grading Rubrics
  - Clinical Performance Instrument
- Sample size:
  - All PTA Students Spring 2019 (32 majors)
  - All PTA Students Fall 2019 (34 majors)



# PSLO 4 – Safety Assessment Data

PSLO 4 - Safety: Demonstrate safe practice in all situations.						
	Measures	Not Met		Met		
	<u>N</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	
<b>All Courses</b>	<b>12</b>	<b>2</b>	<b>17%</b>	<b>10</b>	<b>83%</b>	
PHTA 101	5	1	20%	4	80%	
PHTA 103	1	0	0%	1	100%	
PHTA 104	1	0	0%	1	100%	
PHTA 204	1	0	0%	1	100%	
PHTA 205	1	1	100%	0	0%	
PHTA 206	1	0	0%	1	100%	
PHTA 207	1	0	0%	1	100%	
PHTA 209	1	0	0%	1	100%	



# PSLO 5 – Plan of Care Assessment Data

**PSLO 5 - Plan of Care: Communicate an understanding of the plan of care developed by the physical therapist to achieve short and long term goals and intended outcomes.**

	<b>Measures</b>	<b>Not Met</b>		<b>Met</b>			
	<u>N</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>		
<b>All Courses</b>	<b>24</b>	<b>3</b>	<b>13%</b>	<b>21</b>	<b>87%</b>		
PHTA 100	3	0	0%	3	100%		
PHTA 101	1	0	0%	1	100%		
PHTA 103	9	3	33%	6	67%		
PHTA 105	2	0	0%	2	100%		
PHTA 204	2	0	0%	2	100%		
PHTA 205	4	0	0%	4	100%		
PHTA 206	1	0	0%	1	100%		
PHTA 207	1	0	0%	1	100%		
PHTA 209	1	0	0%	1	100%		



# PSLO 6 – Intervention Implementation Assessment Data

PSLO 6 - Intervention Implementation: Demonstrate competence in implementing and adjusting selected components of interventions identified in the plan of care established by the physical therapist.

	Measures		Not Met		Met	
	N	%	N	%	N	%
<b>All Courses</b>	<b>44</b>	<b>30%</b>	<b>13</b>	<b>30%</b>	<b>31</b>	<b>70%</b>
PHTA 101	8	38%	3	38%	5	62%
PHTA 102	4	50%	2	50%	2	50%
PHTA 103	6	50%	3	50%	3	50%
PHTA 104	4	100%	0	100%	4	100%
PHTA 204	7	29%	2	29%	5	71%
PHTA 205	1	100%	1	100%	0	0%
PHTA 206	4	0%	0	0%	4	100%
PHTA 207	5	40%	2	40%	3	60%
PHTA 209	5	0%	0	0%	5	100%



# PSLO 7 – Data Collection

## Assessment Data

**PSLO 7 - Data Collection: Demonstrate competency in performing components of data collection skills essential for carrying out the plan of care.**

	<b>Measures</b>	<b>Not Met</b>		<b>Met</b>		
	<b>N</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	
<b>All Courses</b>	<b>38</b>	<b>7</b>	<b>18%</b>	<b>31</b>	<b>82%</b>	
PHTA 101	4	0	0%	4	100%	
PHTA 102	4	2	50%	2	50%	
PHTA 103	9	2	22%	7	78%	
PHTA 104	1	1	100%	0	0%	
PHTA 105	8	0	0%	8	100%	
PHTA 204	2	0	0%	2	100%	
PHTA 205	1	1	100%	0	0%	
PHTA 206	2	1	50%	1	50%	
PHTA 207	2	0	0%	2	100%	
PHTA 209	5	0	0%	5	100%	





# PSLO 9 – Patient Education Assessment Data

PSLO 9 - Patient Education: Participate in educating and providing patient-related instruction to patients, family members, and caregivers based on the plan of care.

	Measures		Not Met		Met	
	N	%	N	%	N	%
<b>All Courses</b>	<b>9</b>	<b>22%</b>	<b>2</b>	<b>22%</b>	<b>7</b>	<b>78%</b>
PHTA 101	1	0%	0	0%	1	100%
PHTA 104	1	100%	1	100%	0	0%
PHTA 204	3	33%	1	33%	2	67%
PHTA 205	1	0%	0	0%	1	100%
PHTA 206	1	0%	0	0%	1	100%
PHTA 207	1	0%	0	0%	1	100%
PHTA 209	1	0%	0	0%	1	100%



# PSLO 10 – Documentation

## Assessment Data

**PSLO 10 - Documentation: Complete accurate and timely documentation in accordance with regulatory guidelines to support the delivery of physical therapy services.**

	Measures		Not Met		Met	
	<u>N</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	
	<b>All Courses</b>	<b>11</b>	<b>0</b>	<b>0%</b>	<b>11</b>	<b>100%</b>
PHTA 100	1	0	0%	1	100%	
PHTA 101	1	0	0%	1	100%	
PHTA 103	2	0	0%	2	100%	
PHTA 104	1	0	0%	1	100%	
PHTA 105	1	0	0%	1	100%	
PHTA 204	1	0	0%	1	100%	
PHTA 205	1	0	0%	1	100%	
PHTA 206	1	0	0%	1	100%	
PHTA 207	1	0	0%	1	100%	
PHTA 209	1	0	0%	1	100%	



# PSLO 12 – Participate in Healthcare Environment

## Assessment Data

PSLO 12 - Participate in Healthcare Environment: Participate in activities that contribute to the effective function of the healthcare environment.

	Measures	Not Met		Met	
		<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
<b>All Courses</b>	<b>7</b>	<b>2</b>	<b>29%</b>	<b>5</b>	<b>71%</b>
PHTA 100	2	0	0%	2	100%
PHTA 204	1	1	100%	0	0%
PHTA 205	1	1	100%	0	0%
PHTA 207	1	0	0%	1	100%
PHTA 209	1	0	0%	1	100%
PHTA 210	1	0	0%	1	100%



# PSLO 13 – Administrative Functions

## Assessment Data

**PSLO 13 - Administrative Functions: Participate in practice management functions within a physical therapy service, including billing and organizational planning.**

	Measures	Not Met		Met	
	<u>N</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
<b>All Courses</b>	<b>10</b>	<b>2</b>	<b>20%</b>	<b>8</b>	<b>80%</b>
PHTA 100	3	0	0%	3	100%
PHTA 103	1	0	0%	1	100%
PHTA 104	1	0	0%	1	100%
PHTA 204	1	1	100%	0	0%
PHTA 205	1	0	0%	1	100%
PHTA 206	1	1	100%	0	0%
PHTA 207	1	0	0%	1	100%
PHTA 209	1	0	0%	1	100%



# PSLO 15 – Career Development Assessment Data

**SLO 15 - Career Development: Identify career development and lifelong learning opportunities for the physical therapist assistant.**

	Measures	Not Met		Met	
		<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
		<b>All Courses</b>	<b>10</b>	<b>2</b>	<b>20%</b>
PHTA 100	1	0	0%	1	100%
PHTA 203	2	0	0%	2	100%
PHTA 207	1	0	0%	1	100%
PHTA 209	1	0	0%	1	100%
PHTA 210	5	2	40%	3	60%



# Assessment results: What have the data told us?

- In general, the program is meeting expected student learning outcomes related to professional and discipline-specific knowledge and skills, with aggregate outcomes 70% or greater in all 9 PSLO's mapped to ISLO 5
  - Specific content areas that need more attention include:
    - Surface anatomy identification and palpation
    - Gait analysis and training specific to the gait cycle
    - Billing – accurate coding and relating total treatment time to units billed
    - Electrical stimulation – NMES is an area of increased challenge for students and have limited access to equipment since discontinuation of EMPI education rental program; iontophoresis unit is old and at times malfunctions and only have 1 unit for a lab of 12 students which is not adequate



# Assessment results: What have the data told us?

- Need for different/new pedagogical approach to better assist students in meeting outcomes
  - Need to consider purpose of homework assignments and how to get students to approach them as a learning tool and ensuring clarity in instructions provided
  - We seem to be adequately identifying potential clinical challenges in the classroom setting (specific relationship seen in PHTA 104 performance of specific students)
    - Issues related to students assuming health care provider role in which they are “in charge” and being able to provide adequate patient education/instruction



# Assessment results: What have the data told us?

- Revisions needed in our program assessment process
  - Since we moved to pass/fail standard for all lab competencies and practicals, 1<sup>st</sup> time pass rates may not be providing meaningful data – need to revisit given this new grading format
  - Some inconsistencies in targets exist amongst faculty which can skew the data – need consistent target across all courses
  - Faculty are sometimes forgetting to collect data from assignments which get handed back and then data is not available to adequately assess an outcome





# How the department has or plans to “close the loop”

- Content Areas

- Modify presentation and focus in PHTA 102 to include more lab emphasis on surface anatomy with course name change to reflect the same
- Modify presentation of gait content in PHTA 102 and reinforce analysis in all pathology courses with reinforcement of the gait cycle; community analysis activities
- Incorporate full billing activities with case labs in PHTA 103 to better prepare for clinical and subsequent courses; consistent coding sheets
- Acquire electrical stimulation units that are reflective of current practice to allow adequate hands-on learning in preparation for clinical practice; reinstate full competency for iontophoresis



# How the department has or plans to “close the loop”

- Pedagogy
  - Provide students with “samples” of homework responses and work through examples in class before assigning as homework; review all instructions for clarity; consider less emphasis on grade with potential multiple attempts
  - Brainstorm with other disciplines and advisory board for ideas on how to assist students with interaction challenges; closely monitor clinical performance in 104 to identify students in need of additional intervention; CI education to be more attentive to this and how to address it sooner in the clinic (Gen Z clin ed session)



# How the department has or plans to “close the loop”

- Assessment Process
  - Program director to create a program SLO assessment process with clearly defined guidelines and timelines
  - Faculty to determine best targets for competencies and practicals given new pass/fail format to ensure meaningful data
  - Faculty to determine best practice for extracting meaningful data from CPI responses



# What resources were used or have been requested to close the loop?

- Purchase electrical stimulation devices, specifically NMES and Iontophoresis, to ensure adequate preparation for clinical practice



# What changes would you make to the Assessment Process?

- The process seems to be finally coming together now that we have gone through one full cycle
- A few comments related to Taskstream
  - Targets should just be MET or NOT MET; what does EXCEEDED really tell us?
  - Is there a way that once a course outcome is mapped to a program outcome, that it automatically links to the ISLO that is mapped to the PSLO? It was a labor intensive process to link every course outcome to ISLOs. It seems it should automatically link if our assessment map is complete????

