

Physical Therapist Assistant Program
School of Science, Health, and Criminal Justice
Fall 2017 Assessment Report



Curriculum Coordinator: Deborah Molnar

Date of Presentation: January 19, 2018

What was assessed? Student learning outcomes list:

- *SLO 1 - Communication Skills**
 - *Communicate verbally and non-verbally with the patient, the physical therapist, health care delivery personnel, and others in an effective, appropriate, and capable manner.*
- *SLO 2 – Intervention Implementation*
 - *Demonstrate competence in implementing and adjusting selected components of interventions identified in the plan of care established by the physical therapist.*
- *SLO 3 – Cultural Sensitivity*
 - *Recognize individual and cultural differences and respond appropriately in all aspects of physical therapy services.*
- *SLO 4 – Professional Conduct*
 - *Exhibit conduct that reflects practice standards that are legal and ethical.*
- *SLO 5 - Safety*
 - *Demonstrates safe practice in all situations.*



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

- *SLO 6 – 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.*
- *SLO 7 – Data Collection*
 - *Demonstrate competence in performing components of data collection skills essential for carrying out the plan of care.*
- *SLO 8 – Problem Solving**
 - *Demonstrate sound clinical problem solving in the provision of physical therapy services.*
- *SLO 9 – Participation in Healthcare Environment*
 - *Participate in activities that contribute to the effective function of the healthcare environment.*
- *SLO 10 – Patient Education*
 - *Participate in educating and providing patient-related instruction to patients, family members, and caregivers based on the plan of care.*



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

- *SLO 11 – Documentation*
 - *Complete accurate and timely documentation in accordance with regulatory guidelines to support the delivery of physical therapy services.*
- *SLO 12 – Evidence Based Practice**
 - *Appropriately utilize evidence based resources in the provision of physical therapy services.*
- *SLO 13 – Administrative Functions*
 - *Participate in practice management functions within a physical therapy service, including billing and organizational planning.*
- *SLO 14 – Social Responsibility*
 - *Demonstrate awareness of and commitment to social responsibility, citizenship, and advocacy.*
- *SLO 15 – Career Development*
 - *Identify career development and lifelong learning opportunities for the physical therapist assistant.*



How was the assessment accomplished?

- Student work assessed:
 - Oral Communication (AACU Rubric)
 - PHTA 204: Amputee Lab Practical Performance
 - PHTA 205: CVA Lab Practical Performance
 - PHTA 209: Clinical Performance
 - Written Communication (AACU Rubric)
 - PHTA 203: Evidence Based Practice Assignment
 - Critical Thinking – Problem Solving (AACU Rubric)
 - PHTA 204: Cardiopulmonary Case Exam
 - PHTA 205: CVA Lab Practical Performance
 - PHTA 209: Clinical Performance
 - Non-Rubric Outcomes
 - Lab Practical Exams
 - Written Assignments (homework, case studies, papers)
 - Group Presentations
 - Unit and Final Exam Questions
 - Clinical Performance
- Measurement strategy:
 - Lab Practical Grading Sheets – components related to specific outcome
 - Written Assignment Grading Rubric
 - Clinical Performance Instrument
- Sample size:
 - All Second Year PTA students Sp/Fall (38 majors) – for AACU Rubric Outcomes
 - All PTA Students Sp/Fall (58 majors) – for other outcomes



SLO 1 - Communication Skills

Assessment Data

SLO 1 - Communication Skills								
	Measures	Not Met			Met		Exceeded	
	N	N	%	N	%	N	%	
All Courses	10	3	30%	0	0%	7	70%	
PHTA 101	1					1	100%	
PHTA 103	1					1	100%	
PHTA 105	1					1	100%	
PHTA 203	1					1	100%	
PHTA 204	1					1	100%	
PHTA 205	1					1	100%	
PHTA 206	1					1	100%	
PHTA 207	1	1	100%					
PHTA 209	1	1	100%					
PHTA 210	1	1	100%					



SLO 8 - Problem Solving Assessment Data

SLO 8 - Problem Solving							
	Measures	Not Met		Met		Exceeded	
	N	N	%	N	%	N	%
All Courses	13	5	38%			8	62%
PHTA 100	1					1	100%
PHTA 101	1					1	100%
PHTA 103	3	1	33%			2	66%
PHTA 204	2					2	100%
PHTA 205	2	1	50%			1	50%
PHTA 206	2	1	50%			1	50%
PHTA 207	1	1	100%				
PHTA 209	1	1	100%				



SLO 12 - Evidence Based Practice Assessment Data

SLO 12 - Evidence Based Practice							
	Measures	Not Met		Met		Exceeded	
	N	N	%	N	%	N	%
All Courses	3	1	33%			2	66%
PHTA 100	1					1	100%
PHTA 103	1	1	100%				
PHTA 203	1					1	100%



AACU Results - Communication

Assessment Results - AACU VALUE Rubric for Communication (Written or Oral)						
<u>Subject</u>	<u>Course</u>	<u>Sections Participating</u>	<u>Total Sections</u>	<u>Outcome</u>	<u>Semester</u>	
PHTA	103	1	1	Exceeded	Spring	
PHTA	209	1	1	Not Met	Spring	
PHTA	203	1	1	Met	Fall	
PHTA	204	1	1	Exceeded	Fall	
PHTA	205	1	1	Exceeded	Fall	
<u>Overall Findings for Communication</u>						
Total Sections Selected for Assessment				5		
Total Sections Assessed				5		
% Sections Meeting or Exceeding Target (of those assessed)				80%		



AACU Results – Critical Thinking

Assessment Results - AACU VALUE Rubric for Critical Thinking						
<u>Subject</u>	<u>Course</u>	<u>Sections Participating</u>	<u>Total Sections</u>	<u>Outcome</u>	<u>Semester</u>	
PHTA	103	1	1	Exceeded	Spring	
PHTA	209	1	1	Not Met	Spring	
PHTA	204	1	1	Exceeded	Fall	
PHTA	205	1	1	Exceeded	Fall	
<u>Overall Findings for Critical Thinking</u>						
Total Sections Selected for Assessment				4		
Total Sections Assessed				4		
% Sections Meeting or Exceeding Target (of those assessed)				75%		



PTA Program SLOs Mastery Level Summary

- Only 6 of 15 Program SLOs were met
- 9 of the 15 not met were related to CPI criteria in PHTA 209 and reflect poor performance by 1 student, as targets are set at 100%
- This student ultimately met the outcomes with a remedial clinical



Assessment results: What have the data told us?

- Communication: In general, this outcome is being met and is identified as a strength by clinical instructors; areas to improve upon relate to introductory information and patient instruction
- Problem Solving: Significant improvement compared to last year for Pathology courses which we believe relates to intentional practice in lab based courses and greater case based approach as well as revision of AACU rubrics to better reflect discipline specific “skills”
- 100% target for final clinicals puts the program at risk of not meeting outcomes if just one student fails to meet the expected standard, however, faculty feel strongly that one student is too many at this point in the curriculum
- Some targets for assignments, especially in first year courses, may still be too high



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

- Intentional practice of introductory/instructional communication during all lab based courses while practicing skills; emphasize and give feedback during instructor led case based experiences
- Return of full time clinical at end of first year may prevent major clinical issues in the 4th semester by better informing faculty and students in regards to a students ability to transition from classroom to clinic
- Readjust targets for first year course assignments to 85% to account for smaller sample size and ongoing learning curve of first year students
- With user-friendly recording capabilities offered by Panopto, reinstate videotaped lab practicals to allow students the ability to self-assess and to provide faculty with another resource to utilize for remediation with students demonstrating deficiencies



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

- iPad and tripod for lab practical videotaping to allow quality recording
- Comprehensive program assessment budgetary requests (non-SLO related)
 - CSIF web – for clinical site and contract management
 - Clinical instructor continuing education funding



What changes would you make to the Assessment Process?

- “Clean up” Taskstream – remove old ISLOs
- Include “E” category on curriculum map for “exposure” to allow comprehensive curriculum mapping
- Minimally E,C, and M for each PSLO – don’t dictate a specific number for each
- Budgetary needs are not always reflective of SLO assessment only – consider full program assessment data

