



 **SUNY CANTON**

Physical Therapist Assistant Program
School of Science, Health, and Criminal Justice
Fall 2016 Assessment Report



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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
 - Written Communication (AACU Rubric)
 - PHTA 203: Evidence Based Practice Assignment
 - Critical Thinking (AACU Rubric)
 - PHTA 204: Cardiopulmonary Case Exam
 - PHTA 205: CVA Lab Practical 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 Rubrics
 - AACU Rubrics paralleled with assignment rubric
 - Clinical Evaluation Tool
- Sample size:
 - All Second Year PTA students (21 majors) – for AACU Rubric Outcomes
 - All PTA Students (44 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 | 8 | 2 | 25% | 1 | 13% | 5 | 63% | | |
| PHTA 101 | 1 | | | | | 1 | 100% | | |
| PHTA 104 | 2 | | | | | 2 | 100% | | |
| PHTA 203 | 1 | 1 | 100% | | | | | | |
| PHTA 204 | 2 | 1 | 50% | 1 | 50% | | | | |
| PHTA 205 | 1 | | | | | 1 | 100% | | |
| PHTA 206 | 1 | | | | | 1 | 100% | | |



SLO 2 - Intervention Implementation Assessment Data

| SLO 2 - Intervention Implementation | | | | | | | | | |
|-------------------------------------|------------------|---|-----|-----|-----|---|----------|--|--|
| | Measures Not Met | | | Met | | | Exceeded | | |
| | N | N | % | N | % | N | % | | |
| All Courses | 22 | 2 | 40% | 1 | 20% | 2 | 40% | | |
| PHTA 101 | 9 | | | | | | | | |
| PHTA 104 | 4 | | | | | | | | |
| PHTA 204 | 1 | | | | | | | | |
| PHTA 205 | 2 | | | 1 | 50% | 1 | 50% | | |
| PHTA 206 | 6 | 2 | 67% | | | 1 | 33% | | |



SLO 6 - Plan of Care Assessment Data

| SLO 6 - Plan of Care | | | | | | | |
|----------------------|------------------|---|------|-----|---|----------|------|
| | Measures Not Met | | | Met | | Exceeded | |
| | N | N | % | N | % | N | % |
| All Courses | 13 | 3 | 60% | | | 2 | 40% |
| PHTA 100 | 3 | | | | | | |
| PHTA 101 | 2 | | | | | 1 | 100% |
| PHTA 204 | 3 | 2 | 100% | | | | |
| PHTA 205 | 3 | | | | | | |
| PHTA 206 | 2 | 1 | 50% | | | 1 | 50% |



SLO 8 - Problem Solving Assessment Data

| SLO 8 - Problem Solving | | | | | | | | | |
|-------------------------|----------|--|---------|------|---|------|---|----------|--|
| | Measures | | Not Met | | | Met | | Exceeded | |
| | N | | N | % | N | % | N | % | |
| All Courses | 12 | | 5 | 50% | 1 | 10% | 4 | 40% | |
| PHTA 100 | 1 | | | | | | | | |
| PHTA 101 | 1 | | | | | | 1 | 100% | |
| PHTA 104 | 2 | | | | | | 2 | 100% | |
| PHTA 204 | 3 | | 2 | 100% | | | | | |
| PHTA 205 | 3 | | 3 | 100% | | | | | |
| PHTA 206 | 2 | | | | 1 | 100% | 1 | 100% | |



SLO 10 - Patient Education Assessment Data

| SLO 10 - Patient Education | | | | | | | |
|----------------------------|----------|---------|---|-----|------|----------|------|
| | Measures | Not Met | | Met | | Exceeded | |
| | N | N | % | N | % | N | % |
| All Courses | 8 | | | 4 | 50% | 4 | 50% |
| PHTA 101 | 2 | | | 2 | 100% | | |
| PHTA 204 | 3 | | | 1 | 33% | 2 | 67% |
| PHTA 205 | 2 | | | 1 | 50% | 1 | 50% |
| PHTA 206 | 1 | | | | | 1 | 100% |



SLO 11 – Documentation Assessment Data

| SLO 11 - Documentation | | | | | | | |
|------------------------|----------|---------|---|-----|------|----------|------|
| | Measures | Not Met | | Met | | Exceeded | |
| | N | N | % | N | % | | % |
| All Courses | 7 | | | 2 | 29% | 5 | 71% |
| PHTA 100 | 1 | | | | | 1 | 100% |
| PHTA 101 | 1 | | | | | 1 | 100% |
| PHTA 104 | 1 | | | | | 1 | 100% |
| PHTA 204 | 1 | | | 1 | 100% | | |
| PHTA 205 | 1 | | | | | 1 | 100% |
| PHTA 206 | 2 | | | 1 | 50% | 1 | 50% |



SLO 12 - Evidence Based Practice Assessment Data

| SLO 12 - Evidence Based Practice | | | | | | | |
|----------------------------------|----------|----------------------|------|-----|-----|----------|-----|
| | Measures | Not Met | | Met | | Exceeded | |
| | N | N | % | N | % | N | % |
| All Courses | 4 | | | 2 | 67% | 1 | 33% |
| PHTA 100 | 2 | 1 | 50% | | | 1 | 50% |
| PHTA 205 | 1 | No Findings Reported | | | | | |
| PHTA 206 | 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> | |
| PHTA | 203 | 1 | 1 | 1 Met | |
| PHTA | 204 | 1 | 1 | 1 Not Met | |
| <u>PHTA Courses - Overall Findings for Communication</u> | | | | | |
| Total Sections Selected for Assessment | | | | 2 | |
| Total Sections Assessed | | | | 2 | |
| % Sections Meeting or Exceeding Target (of those assessed) | | | | 50% | |
| <u>Recommendations, Reflections, and Notes:</u> | | | | | |
| PHTA 203: Need work on better aligning assignment expectations with language of rubric. This assignment effective in assessing student's writing skills. Scoring based on final attempt, after multiple review by faculty advisors and revisions by students. | | | | | |
| PHTA 204: Rubric at a higher level than what is expected for this lab practical - difficult to match measurement criteria. Possibly lower rubric standard, if measurement criteria can not change, given this is a 200 level course. | | | | | |



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> |
|---|---------------|-------------------------------|-----------------------|----------------|
| PHTA | 204 | 1 | 1 | 1 Not Met |
| PHTA | 205 | 1 | 1 | 1 Not Met |
| <u>PHTA Courses - Overall Findings for Critical Thinking</u> | | | | |
| Total Sections Selected for Assessment | | | | 2 |
| Total Sections Assessed | | | | 2 |
| % Sections Meeting or Exceeding Target (of those assessed) | | | | 0% |
| <u>Recommendations, Reflections, and Notes:</u> | | | | |
| <p>PHTA 204: Students need greater exposure and practice with critical thinking earlier on in the curriculum. Rubric difficult to equate fully with assignment. Need to clarify written instructions and return practice case with feedback prior to case exam.</p> | | | | |
| <p>PHTA 205: This is not a capstone course and development of clinical critical thinking skills occurs with a high learning curve in real life patient situations that students will face during clinical affiliations. The target may be too high as matched to scores on the PTA program lab practical grading rubric. More focused work on the critical thinking skill has been implemented into assignments for the current first year PTA students, which ideally will result in improved scores on this rubric next year.</p> | | | | |



Assessment results: What have the data told us?

- Communication outcomes (communication, patient education, documentation) are being met or exceeded, indicating this is a program strength
- Critical thinking outcomes (primarily problem solving) indicate this is an area requiring improvement, esp in higher level pathology courses
- Positive in terms of “teasing out” components of lab practicals that globally define critical thinking and communication
- AACU Rubrics difficult to parallel with clinical based assignments
- May need to lower rubric score requirement considering these are 200 level courses



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

- Incorporate foundational steps for building critical thinking skills throughout curriculum, beginning with 100 level courses
- Modify lab practical grading sheets throughout curriculum to consistently capture global outcomes, yet still adequately assess individual course outcomes
- Advocate for program appropriate rubrics
- And/or modify AACU rubric target based on 200 level courses



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

- Faculty time for curricular revision – no budgetary needs



What changes would you make to the Assessment Process?

- Although AACU rubrics provide a framework for consistent SLO assessment across curricula, they are not “one size fits all”
 - It would be beneficial if programs were allowed to use rubrics which are tailored to their discipline for each ISLO
 - These rubrics could be approved by an assessment subcommittee to ensure consistency
- True acquisition of Program and Institutional SLOs should be measured in capstone courses/assignments
 - Summative assessment vs formative assessment
- Each course SLO should link to one program SLO which in turn links to one institutional SLO to provide more meaningful data

