



An entry-level graduate with an Associate of Applied Science Degree in Physical Therapist Assistant from Sinclair Community College will be able to:

PROGRAM OUTCOMES  
2001-2003

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| 1. Demonstrate appropriate, effective written, oral and non-verbal communication, which reflects sensitivity and awareness to individual and cultural differences in all aspects of physical therapy services. (Affective)                                     | PTA106, 110,124,130,221, 223,226,233,211,212,213; PSY119,208; SOC 111; ENG 111,112; COM 206         |
| 2. Provide safe, competent interventions and patient education, based on the plan of care established by the PT to minimize risk to the patient, self and others and insure appropriate patient outcomes. (Psychomotor/Cognitive)                              | PTA116,118, 120,124,221,130,223.226,134,230, 233, 211,212,213; PHY 100 OR 141; BIO 141,142; ALH 220 |
| 3. Demonstrate clinical problem-solving skills in order to adjust the plan of care established by the PT provide supervision of the physical therapy aide and work effectively on an interdisciplinary team. (Cognitive))                                      | PTA106,110,116,118,120, 134,124,130,221,223,226,230,233,211,212, 213,255; COM 206                   |
| 4. Provide quality, efficient and cost effective physical therapy services utilizing human and material resources, computer technology and current knowledge of reimbursement and regulatory requirements and state practice acts. (Psychomotor and Affective) | PTA106,110,255,120,221,226,233, 235,211,212,213,235; ALH 103,104                                    |
| 5. Perform data collection techniques as outlined in the plan of care, reported through accurate, timely and legible documentation. (Psychomotor)  | PTA110, 120,124,130,221 223, 226,134,211,212,213,235, 230, 233.                                     |
| 6. Participate in professional development based on self- assessment, performance appraisals and demonstration of conduct expectations outlined in the Code of Ethics and Guide for Professional Conduct of the American Physical Therapy Assoc. (Affective)   | PTA106,110,116,1118,124,130,221, 223, 226,211212,213,235  |

III. **Assessment Method(s):** A measurable indicator of success in attaining the stated learning outcome(s). The methodology should be both reliable and valid. Please describe in detail.

- a. Formative Assessment Methods(s) and Description: a measurable indicator of student in-progress success in attaining the stated learning outcome(s).

Counseling and student progress reports occur on a continuous and course-by-course basis. PTA faculty meet mid-quarter with each PTA major on an individual basis to discuss academic status. Checklists are used to assist in tracking student progress. Faculty also gather input from clinical instructors when students are enrolled in clinical practicums (three-quarters required). A faculty advisor is assigned to each student meeting formally and informally throughout the quarter. Degree audits are used to ensure students have advanced as expected in their degree program. One formal site visit is made quarterly to all students while in their clinical program by the Academic Clinical Coordinator for Education (ACCE), a required position by the accrediting body. Students work with clinical instructors while in the field. Oversight of and responsibility for student progress is done by the ACCE working with the clinical instructors. Grade assignment remains the responsibility of the ACCE with input from the clinical instructors.

Students are assessed throughout the program by testing/exams, visual presentations, case studies, laboratory examinations (role-playing) and clinical evaluations. The Clinical Performance Instrument (CPI) was developed by the APTA and is used to ensure assessment feedback based on the clinical experience. Future assessment emphasis will be on self-assessment of professional behaviors and the development and review of portfolios.

Students also use a self-assessment tool designed to mirror those behaviors which are required in the clinical instruction experience. The ten professional behaviors are introduced in the Fall Quarter and are given progressive point value in a class each quarter to reinforce the professional behavior required to be successful. This assessment is critical to joining the psychomotor and cognitive outcomes to the affective. The student and faculty member compare the score for the behavior on a five point lichert scale and come to consensus on where the student is and set goals for moving forward.

Each course with a related lab utilizes competencies and practical examinations, which begin as very structured and become progressively more subjective with the proctor providing immediate input on performance and suggestions for improvement.

The Clinical Performance Instrument used in the last three quarters of the program assess the integration of professional behaviors, clinical skills, problem solving, critical thinking and patient interaction.

- b. Summative Assessment Method(s) and Description: a measurable indicator of end-of-program success in attaining the stated program learning outcome(s).

Three primary indicators of success are used:

1. Retention of students- This has improved with addition of the part-time curriculum track.
  - a. The foundational courses of Movement Science I and II have also been enhanced with multi-media with retention of a greater number entering students in the first two quarters of the program
2. Graduate licensing examination passage rates for the last two years have been at or above the state and national averages.
3. Summaries of both student and clinical instructor assessment of the three clinical experiences drive curricular change and keep the program current with community standards of practice.

In addition, all PTA students are required to enroll in PTA 235, PTA Seminar, a two-credit-hour course. Students must present a completed case study to their class based on material developed through their clinical experience. A study guide and computer instruction is provided in preparation for the national examination. Students are able to complete a mock exam in preparation for the national licensure examination.

Case study projects and oral presentations are required of all PTA majors. The case studies focus on student's patients within their clinical practicum which is taken concurrently with the seminar. The case study assignment requires the application of research skills to describe the comprehensive medical treatment used on a particular patient. Students must interview various health team professionals and family members to gather appropriate information used in the case study.

The Clinical Performance Instrument is used for all three of the clinical practicum experiences. The CPI is closely aligned to the professional behaviors generic abilities with emphasis on commitment to learning, interpersonal skills, communication skills, problem solving and professionalism. Students must pass all three clinical experiences with the third clinical passing at the 75% or greater level on all listed skills from the CPI tool.

First and second year students participate in an assessment of the curriculum at the end of Spring Quarter. Issues are reviewed by a faculty meeting with actions documented and returned to the students.

\* Note: Every department is required to review Master Syllabi and Program Learning Outcomes a minimum of every two years.

**IV. Results:** A description of the actual results of overall student performance gathered from the summative assessment(s). (See III.b.)

Results of the PTA national licensing examination indicate an excellent pass level since the inception of the PTA program in 1981.

Departmental members review all employer and graduate survey data. A departmentally developed survey is mailed six and eighteen months post graduation. Results of survey data are used to review curriculum as well as track changes in expectations of professionals.

An employer survey was developed to target professional and technical skills at entry levels. Employer input is currently acquired via advisory committee members and during site visits with students.

**V. Analysis/Actions:** From analysis of your summative assessment results, do you plan to or have you made any adjustments to your program learning outcomes, methodologies, curriculum, etc.? If yes, describe. If no, explain.

We will continue to develop class enhancements using multi-media to allow the coursework to be more student-centered and self-paced.

We will also explore use of Perception for online testing to free time within regularly scheduled class time for more student learning and interaction and to give students immediate feedback to test taking.

**VI. General Education:** A description of where and how within the major the three primary general education outcomes\* (communication, thinking, values/citizenship/community) are assessed.

- a. Where within the major do you assess written communication? Describe the assessment method(s) used. Describe assessment results if available.

Every course requires cultivation of skills in written documentation. Many of the classes incorporate a written report with a verbal presentation.

- b. Where within the major do you assess oral communication? Describe the assessment method(s) used. Describe assessment results if available.

Every lab course requires an oral practical examination(s) and non-lab courses incorporate written reports with oral presentation.

- c. Where within the major do you assess thinking? Thinking might include inventing new problems, seeing relationships and/or implications, respecting other approaches, demonstrating clarity and/or integrity, or recognizing assumptions. Describe the assessment method(s) used. Describe assessment results if available.

The students engage in role-playing patient scenarios for lab practicals. They also role-play during the Spring Quarter as patients for the PT students of Andrews University, Dayton campus. Their last three quarters include full-time experiences in a clinical situation under the guidance of a clinical instructor. They treat patients with

the same expectation of critical thinking and problem solving expected of a licensed professional.

- d. Where within the major do you assess values/citizenship/community? These activities might include behaviors, perspective, awareness, responsibility, teamwork, ethical/professional standards, service learning or community participation. Describe the assessment method(s) used. Describe assessment results if available.

The students create a portfolio for their final class which reflects two years of activities. It contains all instances of volunteering to assist with both program and professional activities, attendance at professional organization monthly meetings and reaction papers to unique learning experiences arranged by the faculty.

- \* Note: Academic Council adopted the oral communication checklist and the written communication checklist developed by the General Education Committee for college-wide use during the 1997-98 academic year. Faculty is piloting thinking Guidelines developed by the General Education Committee during the 1998-99 academic year.