# Associate of Applied Science, Physical Therapist Assistant

# Academic Assessment Plan

**Adopted by**

**The Physical Therapist Assistant faculty**

**Submitted to the College of Health Assessment Coordinator and to the Office of Academic Affairs**

**April 2013**

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Reviewed by the Faculty Senate as an information item: 5/3/13

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## Mission Statement

The University of Alaska, Anchorage Physical Therapist Assistant program exists to prepare knowledgeable, competent, and caring individuals as entry-level Physical Therapist Assistants. Graduates of the Physical Therapist Assistant Program will meet the diverse needs of patients and clients and become responsible, productive members of the health care community and society at large.

## Program Introduction

In order to graduate students who are eligible to sit for the national licensure examination, Physical Therapist Assistant (PTA) programs must be accredited by the Commission on Accreditation for Physical Therapy Education (CAPTE). CAPTE’s mission includes the formulation, adoption and timely revision of the evaluative criteria for accreditation of all professional and paraprofessional education programs in physical therapy. The UAA PTA program plans to apply for candidacy during the spring semester of 2013. Assessment of this program will be done to meet university and CAPTE standards, and will be designed in a way that demonstrated that the program is involved in an ongoing, comprehensive effort to determine the effectiveness of the program. Information collected will include data on the performance of graduates relative to program mission and goals, and the graduate’s ability to secure gainful employment as PTAs. Information collected in the assessment process will be used to support future changes in all aspects of the program.

## Assessment Process Introduction

The outcomes and assessment strategy were developed in alignment with CAPTE guidelines. This assessment will be refined during preparation of the pre-accreditation self-study and site visit. The self-study and site visit will be completed prior to students being admitted to the program.

Student Learning Outcomes

At the completion of this program, students will be able to:

Exhibit professional behavior in their role as responsible Physical Therapist Assistants, adhering to appropriate ethical, legal, and regulatory standards.

Engage in evidence-based practice, responding to the dynamics of a changing healthcare system.

Integrate the principles of the physical, biological and behavioral sciences with the clinical practice of physical therapy.

Communicate effectively and sensitively with patients, families and other members of the health care team.

### Table 1: Association of Assessment Measures to Student Learning Outcomes

| **Outcomes** | Employer Survey | Graduate Survey | Clinical Performance Instrument (CPI) | PTA Licensure Exam |
| --- | --- | --- | --- | --- |
| Exhibit professional behavior in their role as responsible Physical Therapist Assistants, adhering to appropriate ethical, legal, and regulatory standards. | 1 | 0 | 1 | 0 |
| Engage in evidence-based practice, responding to the dynamics of a changing healthcare system. | 1 | 1 | 1 | 0 |
| Integrate the principles of the physical, biological and behavioral sciences with the clinical practice of physical therapy. | 1 | 1 | 1 | 1 |
| Communicate effectively and sensitively with patients, families and other members of the health care team. | 1 | 1 | 1 | 1 |

0 = Measure is not used to measure the associated outcome.

1 = Measure is used to measure the associated outcome.

## Assessment Measures

A description of the measures used in the assessment of the student learning outcomes and their implementation are summarized in Table 2 below. The measures and their relationships to the student learning outcomes are listed in Table 1, above.

There is a separate appendix for each measure that shows the measure itself and describes its use and the factors that affect the results.

### Table 2: Assessment Measures and Administration

| **Measure** | **Description** | **Frequency/ Start Date** | **Collection Method** | **Administered by** |
| --- | --- | --- | --- | --- |
| Clinical Performance Instrument (CPI) | An assessment tool developed by CAPTE to assess student performance in 14 domain areas – used for clinical practica courses | Throughout PTA A195 and A 295A and A295B – the three practica courses | CPI forms provided by CAPTE; maintained for each student in each course by the clinical instructor | Clinical Instructors and UAA faculty |
| Licensure exam | National Physical Therapy Examination for Physical Therapist Assistance, developed and administered by the Federation of State Boards of Physical Therapy | Upon completion of the AAS Degree; annually | Exam results sent to the program | Results reviewed by Program Director |
| Graduate Survey | Survey developed by the department to determine employment status, membership in the professional organization and continuing education activities | 6 months following passing licensure exam; annually | Electronic or hard copy survey | Results reviewed by Program Director |
| Employer survey | Survey developed by the department to determine the competency level of graduates | At 6 months of employment as a PTA; annually | Electronic or hard copy survey | Results reviewed by Program Director |

## Assessment Process

General Implementation Strategy

Assessment of the student’s comprehension of the concepts and principles presented in the curriculum will be completed throughout the program. It will begin immediately in an informal manner, as demonstrated by student participation in classroom discussions and role-playing, and will progress to more formal/objective assessment completed by measuring by student performance on written and laboratory practical exams. This will enable the instructor(s) to make needed adjustment in instructional methods both during the course (formative review) and also in retrospect, by measuring student performance on clinical rotations and, eventually performance on the licensing exam and securing employment as a PTA (summative review).

Once the students are on clinical rotations, data about student comprehension and their resultant ability to practice safely in the clinic will be collected using the Clinical Performance Instrument for Physical Therapist Assistants (CPI). The PTA CPI is scored both by the students and by the clinical instructors (CIs) at midterm and at the end of the rotation. The Academic Coordinator of Clinical Education (ACCE) will be in regular communication with both the student and the CI throughout the rotation.

Description of Faculty Involvement

Academic and clinical faculty will be involved throughout the program. CAPTE requires that the university have a minimum of two full time faculty, the program director and the Academic Coordinator of Clinical Education (ACCE). They will be chiefly responsible for the delivery of the curriculum. Clinicians from the community will also be used to assist with the delivery of curriculum in the classroom and laboratory (for topics/interventions outside of the academic faculty’s expertise). In addition, the university will utilize clinical instructors for rotations and they will provide feedback on student knowledge and clinical skills.

Review of student performance on written exams in didactic courses will be analyzed using item analysis, and practical score sheets will be analyzed for trends in student performance (small class size will allow for this review to be completed after each exam). The PTA CPI allows both the student and CI to score student performance (at midterm and at the end of the rotations) in 14 different domains: Safety, Clinical Behaviors, accountability, Cultural Competence, Communication, Self-Assessment and Lifelong Learning, Clinical Problem Solving, Interventions (therapeutic exercise), Interventions (therapeutic techniques), Interventions (physical agents and mechanical modalities), Interventions (electrotherapeutic modalities), Interventions (functional training and applications of devices/equipment) and Documentation and Resource Management. Student performance is scored on a rating scale ranging from “beginning performance” to “entry-level performance.”

Information gained from all sources will be complied and used to make adjustments in the curriculum as needed. Potential adjustments could include content changes, changes in the order of curriculum and/or placement of clinical rotations in the program sequence. Annual faculty retreats will be held to review findings of data analysis, and changes to the program will be made as necessary.

Modification of the Assessment Plan

The faculty, after reviewing the collected data and the processes used to collect it, may decide to alter the assessment plan. Changes may be made to any component of the plan, including the objectives, outcomes, assessment tools or any other aspect of the plan. The changes are to be approved by the faculty of the program.

## Appendix A: Employer Survey

Tool Description:

An employer survey will be sent to all employers on an annual basis. The employer survey will ask employers of UAA PTA program graduates to evaluate their performance and professional capabilities.

Factors that affect the collected data:

Factors that need to be taken into consideration when analyzing the data include:

Response rate

Sample size

Personal bias when asking narrative questions

**Sample Survey: see next page**

**Tabulating and Reporting Results:**

The Program Director will review the results and tabulate them for use in faculty outcomes/program review

**Appendix A**

**University of Alaska, Anchorage**

**Physical Therapist Assistant Program**

**Employer Satisfaction Survey**

**Directions:**

Please complete the following on the PTA graduate from the University of Alaska, Anchorage who is presently employed by your facility. We value your comments and appreciate your support.

This survey is used to identify areas needing improvement and implementing programmatic changes.

Name of graduate:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name of facility:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Type of Facility:

Acute □

Outpatient □

Home health □

Acute rehabilitation □

Extended care facility □

School system □

Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name and title of evaluator:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Length of employment at the time of evaluation: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please use the following to rate the graduate’s performance on the items below

5…..Superior 4…..Above average 3…..Average 2…..Below average 1…..Poor

**If you score a 1 or 2 for any item, please provide specific comments on back of this page.**

| Area | Score |
| --- | --- |
| Recognizes the required supervision of a physical therapist | 5 4 3 2 1 |
| Practices ethically, legally, safely, and effectively | 5 4 3 2 1 |
| Effectively delivers the comprehensive treatment plan developed by the supervising Physical Therapist | 5 4 3 2 1 |
| Communicates clearly with the supervising Physical Therapist regarding patient progress and/or the need for modification of the plan of care | 5 4 3 2 1 |
| Performs tests and measures within the knowledge and limits of PTA practice to assist the supervising physical therapists in monitoring and modifying the plan of care | 5 4 3 2 1 |
| Effectively performs technical skills as follows:  Therapeutic exercise  Gait training  Transfer training  Patient/family education  Modality procedures | 5 4 3 2 1  5 4 3 2 1  5 4 3 2 1  5 4 3 2 1  5 4 3 2 1 |
| Recognizes cultural and socioeconomic differences of patients and adjusts communication appropriately | 5 4 3 2 1 |
| Documents relevant aspects of patient treatment | 5 4 3 2 1 |
| Participates in discharge planning and follow-up care | 5 4 3 2 1 |
| Utilizes critical thinking skills and effective problem solving | 5 4 3 2 1 |
| Demonstrates effective written, oral and nonverbal communication | 5 4 3 2 1 |
| Continues the practice of reading and interpreting professional literature | 5 4 3 2 1 |
| Continues to develop knowledge and skills | 5 4 3 2 1 |
| Participates in/supports professional organizations that provide career development resources, information on current Physical Therapy practice strategies and legislation and regulations | 5 4 3 2 1 |
| Recognizes when patient presentation indicates:  that PT intervention should not be provided  that the PTA should communicate with the supervising PT before intervention is provided  the need for emergency care | 5 4 3 2 1  5 4 3 2 1  5 4 3 2 1 |
| How would you rate UAA PTA graduates compared to graduates of other programs | 5 4 3 2 1 |
| How many PTAs are currently on your staff? | \_\_\_\_\_\_\_ |
| How many UAA PTA graduates do you currently employ? | \_\_\_\_\_\_\_ |
| To the best of your knowledge, is the graduate a member of the APTA or other appropriate professional organization? | \_\_\_\_\_\_\_ |
| To the best of your knowledge, has the graduate participated in any continuing education courses other than those required for employment, e.g., BLS? | \_\_\_\_\_\_\_ |

Please provide additional information/comments on the back of this page about how UAA can better prepare our students for the workforce. Thank you!

## Appendix B: Graduate Survey

**University of Alaska, Anchorage**

**Physical Therapist Assistant Program**

Tool Description:

A survey will be sent to graduates who have completed the PTA program within the past 6 months of each year. The survey includes questions on the current employment status of the graduate and whether or not their education has adequately prepared them to work as an entry-level PTA. Education questions are designed to obtain on specific content areas that are required for accreditation/passing the licensure exam.

**Factors that need to be taken into consideration when analyzing the data include:**

• Response rate

• Sample size

• Personal bias when asking narrative questions

Sample Survey: see next page

Tabulating and Reporting Results:

The Program Director will review the results and tabulate them for use in faculty outcomes/program review

**University of Alaska, Anchorage**

**Graduate Program Evaluation**

Assessment is part of a systematic and formal approach to continuous improvement. The program has in place an ongoing process to determine the effectiveness of the program. Student input into the assessment process is very important.

Please use the scale below to indicate your belief regarding each of the following:

A = Strongly agree B = Agree C= Neutral D = Disagree E = Strongly disagree

**If you score a D or E for any item, please provide specific comments on back of this page.**

| The policies and procedures identified in the student guidebook presented to me at the beginning of the program were clear and understood. | A B C D E |
| --- | --- |
| The program policies and procedures supported the mission and philosophy of the institution. | A B C D E |
| The program policies and procedures supported my progression in the program. | A B C D E |
| The program resources including equipment and learning aids that provided adequate learning opportunities for me to progress in the program. | A B C D E |
| The program outcomes, course outcomes, and unit outcomes were clearly linked together to provide effective learning. | A B C D E |
| The curriculum (overall program of learning) was well organized and provided a logical progression. | A B C D E |
| The curriculum progressed so that I could learn more basic information first and progress to more difficult information | A B C D E |
| The instructional objectives (outcomes) were comprehensive and covered the material expected of the student. | A B C D E |
| The instructional objectives required in courses were beneficial in preparing me for clinical experiences. | A B C D E |
| The program faculty utilizes a variety of effective methods to measure students’ achievement of the objectives (i.e., tests, assignments, checkouts). | A B C D E |
| The program faculty determined that I was competent and safe to progress through the curriculum before going to a clinical education experience. | A B C D E |
| The physical therapist assistant curriculum (or its prerequisites) includes elements of general education including basic sciences that include biological, physical, physiological, and anatomical principles, and applied physical therapy science. | A B C D E |

**Please use the scale below to indicate your belief regarding each of the following:**

A = Strongly agree B = Agree C= Neutral D = Disagree E = Strongly disagree

**If you score a D or E for any item, please provide specific comments on back of this page.**

| The course work is designed to prepare the student to think independently, to clarify values, to understand fundamental theory, and to develop critical thinking and communication skills. | A B C D E |
| --- | --- |
| The technical education component of the curriculum includes learning experiences to prepare the entry-level physical therapist assistant to work under the direction and supervision of the physical therapist. | A B C D E |
| The technical education component of the curriculum includes learning experiences to prepare the entry-level physical therapist assistant to communicate verbally and non-verbally with the patient, the physical therapist, health care delivery personnel, and others in an effective, appropriate and capable manner. | A B C D E |
| The technical education component of the curriculum includes learning experiences to prepare the entry-level physical therapist assistant to recognize individual and cultural differences and responds appropriately in all aspects of physical therapy services | A B C D E |
| The technical education component of the curriculum includes learning experiences to prepare the entry-level physical therapist assistant to exhibit conduct that reflects a commitment to meet the expectations of members of society receiving health care services. | A B C D E |
| The technical education component of the curriculum includes learning experiences to prepare the entry-level physical therapist assistant to exhibit conduct that reflects a commitment to meet the expectations of members of the profession of physical therapy | A B C D E |
| The technical education component of the curriculum includes learning experiences to prepare the entry-level physical therapist assistant to exhibit conduct that reflects practice standards that are legal, ethical and safe. | A B C D E |
| The technical education component of the curriculum includes learning experiences to prepare the entry-level physical therapist assistant to communicate an understanding of the plan of care developed by the physical therapist to achieve short and long term goals and intended outcomes. | A B C D E |

**If you score a C or D, please provide specific comments on back of this page.**

The technical education component of the curriculum includes learning experiences to prepare the entry-level PTA to demonstrate competence in implementing selected components of interventions identified in the plan of care established by the physical therapist. Please respond for each intervention.

Please use the scale below to indicate your belief regarding each of the following:

A = Strongly agree B = Agree C= Neutral D = Disagree E = Strongly disagree

If you score a D or E for any item, please provide specific comments on back of this page.

| Area | Score |
| --- | --- |
| **Functional Training**  Activities of daily living  Assistive / adaptive devices  Body mechanics  Developmental activities  Gait and locomotion training  Prosthetics and orthotics  Wheelchair management skills | A B C D E  A B C D E  A B C D E  A B C D E  A B C D E  A B C D E  A B C D E |
| Infection Control Procedures  Isolation techniques  Sterile technique | A B C D E  A B C D E |
| Manual Therapy Techniques  Passive range of motion  Therapeutic massage  Joint mobilization | A B C D E  A B C D E  A B C D E |
| Physical Agents and Mechanical Agents  Athermal agents  Biofeedback  Compression therapies  Cryotherapy  Electrotherapeutic agents  Hydrotherapy  Superficial and deep thermal agents  Traction | A B C D E  A B C D E  A B C D E  A B C D E  A B C D E  A B C D E  A B C D E  A B C D E  A B C D E |
| Therapeutic Exercise  Aerobic conditioning  Balance and coordination training  Breathing exercises and coughing techniques  Conditioning and reconditioning  Posture awareness training  Range of motion exercises  Stretching exercises  Strengthening exercises | A B C D E  A B C D E  A B C D E  A B C D E  A B C D E  A B C D E  A B C D E  A B C D E  A B C D E  A B C D E |
| Wound Management  Application and removal of dressing or agents  Identification of precautions for dressing removal | A B C D E A B C D E |

The technical education component of the curriculum includes learning experiences to prepare the entry-level PTA to demonstrate competency in performing components of data collection skills essential for carrying out the plan of care.

A = Strongly agree B = Agree C= Neutral D = Disagree E = Strongly disagree

If you score a D or E for any item, please provide specific comments on back of this page.

| Area | Score |
| --- | --- |
| Aerobic Capacity and Endurance  Measures standard vital signs  Recognizes and monitors responses to positional changes and activities  Observes and monitors thoracoabdominal movements and breathing patterns with activity | A B C D E A B C D E  A B C D E |
| Anthropometric Characteristics  Measures height, weight, length and girth | A B C D E |
| Arousal, Mentation and Cognition  Recognizes changes in the direction and magnitude of patient’s state of arousal, mentation and cognition | A B C D E |
| Assistive, Adaptive, Orthotic, Protective, Supportive, & Prosthetic Devices  Identifies the individual’s and caregiver’s ability to care for the device  Recognizes changes in skin condition while using devices and equipment  Recognizes safety factors while using the device | A B C D E A B C D E  A B C D E |
| Gait, Locomotion, and Balance  Describes the safety, status, and progression of patients while engaged in gait, locomotion, balance, wheelchair management and mobility | A B C D E |
| Integumentary Integrity  Recognizes absent or altered sensation  Recognizes normal and abnormal integumentary changes  Recognizes activities, positioning, and postures that aggravate or relieve pain or altered sensations, or that can produce associated skin trauma  Recognizes viable versus nonviable tissue | A B C D E A B C D E  A B C D E  A B C D E |
| Joint Integrity and Mobility  Recognizes normal and abnormal joint movement | A B C D E |
| Muscle Performance  Measures muscle strength by manual muscle testing  Observes the presence or absence of muscle mass  Recognizes normal and abnormal muscle length  Recognizes changes in muscle tone | A B C D E A B C D E  A B C D E A B C D E |
| Neuromotor Development  Recognizes gross motor milestones  Recognizes fine motor milestones  Recognizes righting and equilibrium reactions | A B C D E A B C D E  A B C D E |

The technical education component of the curriculum includes learning experiences to prepare the entry-level PTA to demonstrate competency in performing components of data collection skills essential for carrying out the plan of care.

A = Strongly agree B = Agree C= Neutral D = Disagree E = Strongly disagree

**If you score a D or E for any item, please provide specific comments on back of this page.**

| Pain  Administers standardized questionnaires, graphs, behavioral scales, or visual analog scales for pain  Recognizes activities, positioning, and postures that aggravate or relieve pain or altered sensations | A B C D E  A B C D E |
| --- | --- |
| Posture  Describes resting posture in any position  Recognizes alignment of trunk and extremities at rest and during activities | A B C D E A B C D E |
| Range of Motion  Measures functional range of motion  Measures range of motion using a goniometer | A B C D E A B C D E |
| Self-care and Home Management and Community or Work Reintegration  Inspects the physical environment and measures physical space  Recognizes safety and barriers in home, community and work environments  Recognizes level of functional status  Administers standardized questionnaires to patients and others | A B C D E  A B C D E  A B C D E A B C D E |
| Ventilation, Respiration and Circulation Examination  Recognizes cyanosis  Recognizes activities that aggravate or relieve edema, pain, dyspnea, or other symptoms  Describes chest wall expansion and excursion  Describes cough and sputum characteristics | A B C D E A B C D E  A B C D E A B C D E |

Please complete the following self-assessments based on the education you received in the UAA PTA program.

A = Strongly agree B = Agree C= Neutral D = Disagree E = Strongly disagree

**If you score a D or E for any item, please provide specific comments on back of this page.**

| I can appropriately adjust interventions within the plan of care established by the physical therapist in response to patient clinical indications and report this to the supervising physical therapist. | A B C D E |
| --- | --- |
| I can effectively recognize when intervention should not be provided due to changes in the patient's status and report this to the supervising physical therapist. | A B C D E |
| I can report any changes in the patient’s status to the supervising physical therapist through appropriate communication and documentation. | A B C D E |
| I can effectively recognize when the direction to perform an intervention is beyond that which is appropriate for a physical therapist assistant and initiates clarification with the physical therapist. | A B C D E |
| I can participate in educating patients and caregivers as directed by the supervising physical therapist. | A B C D E |
| I can effectively provide patient-related instruction to patients, family members, and caregivers to achieve patient outcomes based on the plan of care established by the physical therapist. | A B C D E |
| I believe the program has prepared me to take appropriate action in emergency situations. | A B C D E |
| I believe I can complete thorough, accurate, logical, concise, timely, and legible documentation that follows guidelines and specific documentation formats required by state practice acts, the practice setting, and other regulatory agencies. | A B C D E |
| I can effectively participate in discharge planning and follow-up as directed by the supervising physical therapist within the appropriate role of the PTA. | A B C D E |
| I can read and understand the health care literature | A B C D E |
| Under the direction and supervision of the physical therapist, I can instruct other members of the health care team using established techniques, programs, and instructional materials commensurate with the learning characteristics of the audience. | A B C D E |
| The PTA program has prepared me to effectively educate others about the role of the physical therapist assistant. | A B C D E |
| I can interact with other members of the health care team in patient-care and non-patient care activities effectively. | A B C D E |

Please complete the following self-assessments based on the education you received in the UAA PTA program.

A = Strongly agree B = Agree C= Neutral D = Disagree E = Strongly disagree

**If you score a D or E for any item, please provide specific comments on back of this page.**

Administration

| I can provide accurate and timely information for billing and reimbursement purposes as required by the clinical facility. | A B C D E |
| --- | --- |
| I understand and can describe aspects of organizational planning and operation of the physical therapy service in a variety of settings. | A B C D E |
| I can participate in performance improvement activities, such as quality assurance activities. | A B C D E |
| I believe the program has prepared me to demonstrate a commitment to meeting the needs of the patients and consumers. | A B C D E |
| I have an awareness of social responsibility, citizenship, and advocacy, including participation in community and service organizations and activities. The program prepared me for this by placing emphasis on the three roles of provider, member of team, and member of profession. | A B C D E |
| I can identify career development and lifelong learning opportunities and activities. | A B C D E |
| I can recognize the role of the physical therapist assistant in the clinical education of physical therapist assistant students. | A B C D E |
| I plan to participate in the clinical education of students as I grow in confidence, skill and experience. | A B C D E |
| The clinical education component of the UAA PTA curriculum included organized and sequential experiences coordinated with the didactic portion of the curriculum. | A B C D E |
| The clinical experiences selected by the program provided me with appropriate role models and an opportunity to interact with individuals who had impairments common to the clinical setting. | A B C D E |

## Appendix C: PTA Clinical Performance Instrument (CPI)

Measure Description:

The PTA Clinical Performance Instrument (CPI) is a standardized assessment used by PTA programs to evaluate student performance in the clinical setting. It allows clinical instructors and students to score performance on 14 separate indicators on a rating scale ranging from “beginning performance” to “entry-level performance.” Each performance criterion includes a list of essential skills, a section for mid-experience and final comments for each performance dimension, a rating scale consisting of a line with five (5) defined anchors, and a significant concerns box for mid-experience and final evaluations.

Factors that affect the collected data:

The psychometric properties of the PTA CPI (i.e., validity and reliability) are preserved only when it is used in accordance with the instructions that accompany it and only if the Instrument is not altered (by addition, deletion, revision, or otherwise) in any way. Each Physical Therapist or Physical Therapist Assistant serving as a clinical instructor must complete an American Physical Therapy Association (APTA) certification course for use of the PTA CPI.

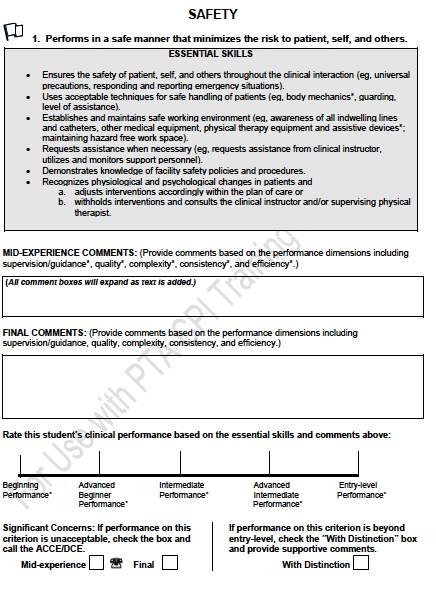
Sample data collection instrument: see next sheet

How to interpret the data:

Information collected from the CPIs will elucidate strength and weaknesses in the curriculum, as revealed in themes that present themselves in CPIs collected for all students in the program. Sequential CPIs will also allow faculty to determine if students’ knowledge and skills are progressing in a manner that will allow the student to successfully complete the program.

**Tabulating and reporting results:**

Results will be tabulated by the Academic Coordinator of Clinical Education (ACCE) in all 14 areas in the three clinical practica. The results will be reviewed by the Program Director and faculty to assess the overall effectiveness of the program.



## Appendix D: PTA licensure exam

Measure Description:

Graduates of the PTA program are eligible to sit for the PTA licensing exam which is administered by the Federation for State Boards of Physical Therapy (FSBPT) and is required for licensure. The test is administered four times a year, in January, April, July and October.

Factors that affect the collected data:

None known

Sample data collection: see next sheet(s), though the samples available from the FSBPT are for the Physical Therapist licensing exam.

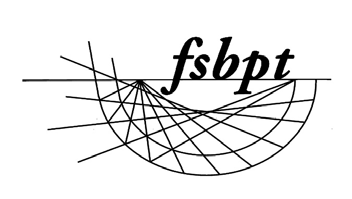
How to interpret the data:

Summary scores are provided for individual students, schools, states and all US-Accredited Candidates taking the examination are provided for three Physical Therapist Assistant content areas:

1. Clinical Application of PT Principles and Foundational Sciences
2. Data Collection, Interventions, Equipment and Devices, Therapeutic Modalities
3. Safety, Protection, Professional Roles, Teaching and Learning, Evidence Based Practice.

The PTA faculty will use this information to determine if particular content area needs to be strengthened within the PTA program.

Data regarding performance on the licensing exam is provided to CAPTE annually, and must be included in information provided to the public about the program.



**SAMPLE UNIVERSITY**

**Basic Online School Report**

School Code: 0000

Graduation Year: 2002 - 2004 Exam Level: PT

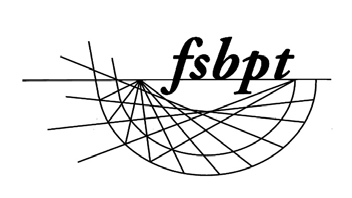
State: Sample State

Date of Report: 08/01/2004

|  |  |  |  | Summary Performance for the School by Graduation Year | | | Summary Performance for the State by Graduation Year | | | Summary Performance for All U.S.-Accredited Candidates by Graduation Year | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Graduation Year | Group | Number of Exams | Number of Passing Candidates | Pass Rate | Mean Scale Score | Standard Deviation Scale Score | Pass Rate | Mean Scale Score | Standard Deviation Scale Score | Pass Rate | Mean Scale Score | Standard Deviation Scale Score |
| 2002 | First Time | 31 | 28 | 90.32% | 651.94 | 35.71 | 93.10% | 656.61 | 39.02 | 85.37% | 644.78 | 44.54 |
| Retake | 6 | 2 | 33.33% | 578.83 | 34.57 | 50.00% | 594.50 | 37.08 | 46.16% | 590.69 | 39.99 |
| All | 37 | 30 | 81.08% | 640.08 | 44.44 | 88.82% | 650.44 | 42.98 | 77.41% | 633.81 | 48.77 |
| Total Percentage of Candidates in Graduation Class who Took the NPTE and Passed | | | 96.77% | | | | | | | | |
| 2003 | First Time | 8 | 5 | 62.50% | 616.50 | 37.82 | 66.10% | 615.10 | 47.90 | 76.72% | 626.51 | 43.91 |
| Retake | 4 | 3 | 75.00% | 609.75 | 42.30 | 51.67% | 596.77 | 43.35 | 50.38% | 595.09 | 38.50 |
| All | 12 | 8 | 66.67% | 614.25 | 37.54 | 61.24% | 608.92 | 47.10 | 70.15% | 618.69 | 44.74 |
| Total Percentage of Candidates in Graduation Class who Took the NPTE and Passed | | | 100.00% | | | | | | | | |
| 2004 | First Time | 12 | 11 | 91.67% | 650.83 | 42.42 | 76.47% | 615.18 | 118.28 | 78.09% | 632.39 | 49.98 |
| Retake | 0 | N/A | N/A | N/A | N/A | 100.00% | 639.00 | N/A | 51.06% | 598.81 | 43.25 |
| All | 12 | 11 | 91.67% | 650.83 | 42.42 | 78.95% | 617.68 | 111.77 | 76.45% | 630.36 | 50.23 |
| Total Percentage of Candidates in Graduation Class who Took the NPTE and Passed | | | 91.67% | | | | | | | | |

Scale Scores of 600 and above are passing

In this report, first time takers are defined as members of the graduation class who took the NPTE for the first time on or after January 1, 1998.



**SAMPLE UNIVERSITY**

**Content Area School Report**

School Code: 0000

Graduation Year: 2013 Exam Level: PT

State: Any State

Date of Report: 1/15/2013 1:35:46 PM

Graduates comprising this report: 26

*This report provides detailed performance information for the graduation class mentioned above. Results are broken down by sections of the test content outline and by the five system specifications. Candidates' scores were converted to a 200 to 800 scale with 800 being a perfect score in this area. These scale scores take into account the level of difficulty of the items within any category. The scale scores for each of your candidates in each of the areas were then averaged to provide the following results.*

|  | Target Percentage and Number of Items  in Each Area of the  Test Content Outline | | 1st Time Test Takersd from  Your Program | | 1st Time Test Takers from  U.S. Accredited Programs | |
| --- | --- | --- | --- | --- | --- | --- |
| Content Area/System Specificationsc | % of Exam | # Items in Each  Content Area | Mean Scale Score | Standard Deviation Scale Score | Mean Scale Score | Standard Deviation Scale Score |
| **I. Physical Therapy Examination** | **26.5%** | **53** | **667.5** | **65.2** | **667.9** | **78.8** |
| **II. Foundations for Evaluation, Differential Diagnosis, and Prognosis** | **32.5%** | **65** | **651.9** | **65.4** | **656.4** | **71.1** |
| **III. Interventions** | **28.5%** | **57** | **680.0** | **66.3** | **652.1** | **75.8** |
| **IV. Non-System Domains** | **12.5%** | **25** | **661.3** | **77.2** | **649.0** | **71.3** |
| **System Specifications** | | | | | | |
| Cardiovascular/Pulmonary and Lymphatic Systems | 16.5% | 33 | 668.5 | 71.0 | 667.4 | 82.0 |
| Musculoskeletal System | 30.5% | 61 | 670.5 | 72.0 | 651.3 | 78.1 |
| Neuromuscular and Nervous Systems | 25.0% | 50 | 672.0 | 74.7 | 661.8 | 78.0 |
| Other Systems | 15.5% | 31 | 658.0 | 81.4 | 653.5 | 82.4 |