

**Assurance of Student Learning  
2018-2019**

College of Health and Human Services

Department of Physical Therapy

Physical Therapy

**Use this page to list learning outcomes, measurements, and summarize results for your program. Detailed information must be completed in the subsequent pages.**

**Student Learning Outcome 1: Students will demonstrate entry level competence in physical therapy knowledge and clinical skills.**

Instrument 1	Practice exam and assessment tool (PEAT)
Instrument 2	DPT Comprehensive Exam (DPT-CE)
Instrument 3	Clinical Performance Instrument (CPI)
Instrument 4	National physical therapy examination (NPTE)

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.	<b>Met</b>	Not Met
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**Student Learning Outcome 2: Students will demonstrate integrity, ethics, professional behaviors, and empathetic attitudes in their practices.**

Instrument 1	Clinical Performance Instrument Professional Practice Item # 2 – Professional Behaviors
Instrument 2	Clinical Performance Instrument Professional Practice Item # 3 – Accountability
Instrument 3	

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.	<b>Met</b>	Not Met
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**Student Learning Outcome 3: Students will effectively disseminate the results of scholarly activity in local, regional, national, and/or international venues.**

Instrument 1	Oral presentation of research, DPT 785
Instrument 2	Quantity of and venue for student dissemination of research
Instrument 3	

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.	<b>Met</b>	Not Met
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**Program Summary (Briefly summarize the action and follow up items from your detailed responses on subsequent pages.)**

Overall, the results of this assessment indicate that the criteria for student success was met or exceeded for each SLO. SLO 1 was the only SLO to decline from AY 2017-2018, specifically related to measurement instrument 4 (100% ultimate pass rate). The ultimate pass rate in AY 2017-2018 was 100 % and 96.6% in AY 2018-2019. The following recommendations came out of this year's assessment:

- Review of course objectives, curricular content and learning assessments in courses related to non-system domains, integumentary & lymphatic systems, and cardiovascular & pulmonary systems. (SLO 1)
- Create a NTPE based systems mapping for items contained in the DPT comprehensive exam (SLO 1)
- Select and implement of an instrument to assess professional behaviors within the didactic component of the DPT curriculum (SLO 2)
- Establish a more comprehensive rating scale for DPT 785 Oral Presentation Rubric (SLO 3)
- Revise the data collection process for dissemination of student research (SLO 3)

### Student Learning Outcome 1

<b>Student Learning Outcome</b>	Students will demonstrate entry level competence in physical therapy knowledge and clinical skills.		
<b>Measurement Instrument 1</b>	<b>Direct measures of student learning:</b> The PEAT is a timed, computer-based, multiple choice practice exam developed by the Federation of State Boards of Physical Therapy (FSBPT). By using the same format (4 content areas and 5 body systems) and type of questions (250 total questions distributed in each content area and body system as the NPTE) as the actual NPTE, the PEAT provides a method to assess student physical therapy knowledge.		
<b>Criteria for Student Success</b>	At the end of the program, students should achieve an “Estimated NPTE Range” estimate with the highest score in the range at or above 600.		
<b>Program Success Target for this Measurement</b>	85%	<b>Percent of Program Achieving Target</b>	87.1% (27/31)
<b>Methods</b>	WKU DPT department purchases the PEAT for each student enrolled in the program. The PEAT is administered as a component of DPT 790 (PT Seminar) which is the last didactic course in the curriculum. DPT 790 is offered in the final semester of the 3-year DPT curriculum, after students have completed all clinical education experiences. The PEAT is administered to the cohort in a computer lab over a timed 5-hour period. Upon completion of the PEAT, immediate and automatic scoring of each student’s performance occurs. An aggregate performance report of the cohort is generated from the PEAT software. The DPT Program Coordinator of Assessment and Student Success and the DPT Department Chair review the “Estimated NPTE Range” for each student to determine the number and percent of students in which the highest total scale score in the range is 600 or greater.		
<b>Measurement Instrument 2</b>	<b>Direct measures of student learning:</b> The DPT-CE is a computer-based, multiple choice, timed examination developed by DPT faculty. The examination format follows the NPTE format, consisting of 200 items covering 4 content areas and 5 body systems. The content is comprehensive and items are drawn from each course in the curriculum. Items are linked to each content area following the blueprint of the NPTE.		
<b>Criteria for Student Success</b>	At the end of the program, students should achieve an average score of 70% or greater on the DPT-CE.		
<b>Program Success Target for this Measurement</b>	100%	<b>Percent of Program Achieving Target</b>	100%
<b>Methods</b>	The DPT-CE is administered as a component of DPT 790 (PT Seminar) which is the last didactic course in the curriculum and is offered in the final semester of the 3-year DPT curriculum, after students have completed all clinical education experiences. The DPT-CE is administered to the cohort in a computer lab over a timed 4-hour period using Blackboard learning management system (LMS). Upon conclusion of the DPT-CE, immediate and automatic scoring of each student’s performance occurs the LMS. The DPT Program Coordinator of Assessment and Student Success and the DPT Department Chair calculates the percentage score for each student from Blackboard raw scores and reviews the percentage scores to determine the number and percent of students that achieve a passing score. Students are able to take the exam up to 3 times during DPT 790. If a passing score is not attained after 3 attempts, the student receives an incomplete in DPT 790 and is referred to the DPT Academic Review Committee.		
<b>Measurement Instrument 3</b>	<b>Direct measures of student learning:</b> The CPI is an assessment tool developed by the American Physical Therapy Association (APTA) for use in quantifying student performance in the clinical environment against entry-level expectations of a licensed physical therapist. The CPI contains 18 distinct criteria of behaviors and actions expected of a physical therapist in clinical practice. Items 1-6 pertain to measures of		

	Professional Practice while items 7-18 pertain to Patient Management. Students are assessed by clinical faculty/instructors (CI) on their performance at mid-term and completion of each clinical experience using Likert rankings with “beginning” on the left (or low) end of the scale and “beyond entry-level” on the right (or upper) end of the scale. Clinical instructors provide direct supervision and clinical instruction of DPT students during full time clinical educational experiences under agreement between WKU and affiliating sites to which the CI’s are employed. Prior to commencing clinical supervision and instruction, CI’s complete online training developed by the American Physical Therapy Association (APTA) in use of the CPI and are required to pass a competency assessment. CPI software converts the Likert rankings to numeric scores of 0-21, where entry-level corresponds to scores of 17-20 and beyond entry level performance corresponds to a score of 21. Clinical instructors provide direct supervision and clinical instruction of DPT students during full time clinical educational experiences under agreement between WKU and affiliating sites to which the CI’s are employed. Prior to commencing clinical supervision and instruction, CI’s complete online training developed by APTA in use of the CPI and are required to pass a CPI competency assessment.		
<b>Criteria for Student Success</b>	For each CPI item relating to Patient Management (items 7-18), students will achieve a rating of entry-level (17-20) by the completion of the final clinical experience as assessed by clinical faculty/instructors.		
<b>Program Success Target for this Measurement</b>	100%	<b>Percent of Program Achieving Target</b>	96.8%
<b>Methods</b>	CPI-Web is an online database of student evaluation data input by CI’s and students during clinical education experiences. Final CPI rankings of items 7-18 by CI’s during the last two clinical experiences (DPT 753, DPT 754) are used to assessment SLO 1. The Director of Clinical Education downloads the relevant data from CPI-web into an Excel workbook for analysis. For each item examined, the number and percent of students achieving a score of 17 or higher is calculated. The data is stored in the WKU-DPT shared drive to which access is limited to DPT faculty and staff.		
<b>Measurement Instrument 4</b>	The NPTE is developed by the Federation of State Boards of Physical Therapy (FSBPT) to assess entry-level competence. All graduates from an accredited program of physical therapy are required to take and pass the NPTE before becoming licensed as a physical therapist. The NPTE consists of 200 items that cover the major areas of physical therapy practice reflected in 4 content areas and 5 body systems.		
<b>Criteria for Student Success</b>	Program graduates will pass the NPTE within 18-months of graduation.		
<b>Program Success Target for this Measurement</b>	85%	<b>Percent of Program Achieving Target</b>	99.14% (116/117)
<b>Methods</b>	DPT program graduates register to take the NPTE at specific testing centers. Graduates are able to take the exam up to 3 times in one calendar year. The FSBPT provides an official report of the total scale scores for each examination candidate from the WKU DPT program. The DPT Program Coordinator of Assessment and Student Success and the DPT Department Chair review the official report to determine the number and percent of graduates who attain a passing score on the NPTE examination.		
<b>Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.</b>			<b>Met</b> <b>Not Met</b>
<b>Actions</b> (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)			
<b>Success targets for 3 out of 4 measurement instruments were achieved for the 2019 student cohort in AY 2018-2019.</b> <b>Actions.</b> The success target for measurement instruments 1 (PEAT) and 4 (NPTE) were established in accordance to the professional accreditation standards of 85% ultimate pass rate on the NPTE. While the program exceeded the success threshold of 85% for measurement instrument 1 (PEAT) and 4 (NPTE), attainment of a 100% 1 <sup>st</sup> time and ultimate pass rate on the NPTE are desired ‘reach’ goals for the program. Therefore, both PEAT and NPTE results were furthered reviewed in regards to average student scores in each content area and body system, resulting in the identification of Non-system Domains and Integumentary & Lymphatic Systems as curricula area for improvement using the lower bound of the 95% confidence interval of the mean score of the 2019 student cohort. Additional areas suggestive for improvement based on the average score of the 2019 cohort being lower by more than one confidence interval than the mean scale score of all 2019 test takers in the US include Cardiovascular & Pulmonary Systems, Physical Therapy Examination, Foundations for Evaluation and Interventions. 96.8% (30/31) of students graduating in 2019 meet the threshold for success in measurement instrument 4, NPTE, as of February 2020 (9 months post-graduation). Since the timeline for attainment of success for measurement instrument 4 spans 18-months post-graduation, program success for this instrument will be monitored through December 2020.			

Further analysis of the one student who did not meet the success criteria for measurement instrument 3, items 7-18 on the CPI, found the student to be below entry-level on 2 of the 12 criteria at the end of the 3<sup>rd</sup> and 4<sup>th</sup> clinical experiences. He had, however, achieved entry-level performance on these CPI criteria at the end of the 2<sup>nd</sup> clinical experience. **Action for Program Improvement:** 1) The program director and curriculum chair will review course objectives, curricular content and learning assessments with instructors teaching content in each system area identified for improvement (Spring 2020; Summer 2020); 2) Items contained in the DPT-CE will be coded to the system areas outlined in the NPTE to allow a detailed analysis of student performance on the DPT-CE (Spring 2020); 3) the criteria for success in measurement instrument 3, items 7-18 of CPI, will be reviewed by DPT faculty (Spring 2020).

**Follow-Up** (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)

Given the 3-year successive curriculum, evaluation of program improvement related to completion of the action items will not occur until the 2022 cohort completes the DPT curriculum which will coincide with program assessment of AY 21-22. Given that the courses targeted for review are DPT 745 and DPT 772 re taught in the 2<sup>nd</sup> year of the curriculum, implementation of curricular instructional changes that may arise from the review will occur during spring 2020 and summer 2020, affecting students graduating in 2022.

### Student Learning Outcome 2

<b>Student Learning Outcome</b>	Students will demonstrate integrity, ethics, professional behaviors, and empathetic attitudes in their practices.		
<b>Measurement Instrument 1</b>	<b>Direct measure of student learning.</b> Item 2, Professional Behaviors, of the CPI was selected to track SLO 2 based on the sample behaviors used to guide the assessment of student competence in their ability to “demonstrate professional behavior in all situations”. These behaviors include “demonstrates integrity in all interactions” and “exhibits caring, compassion, and empathy in providing services to patients”. CPI software converts the Likert rankings to numeric scores of 0-21, where entry-level corresponds to scores of 17-20 and beyond entry level performance corresponds to a score of 21.		
<b>Criteria for Student Success</b>	Students will be “entry-level” on criterion item 2, professional behaviors, at the completion of the final clinical experience.		
<b>Program Success Target for this Measurement</b>	100%	<b>Percent of Program Achieving Target</b>	100%
<b>Methods</b>	Final CPI rankings of item 2 by the clinical faculty/instructors during the terminal clinical experience (DPT 754) is used to assessment SLO 2. The Director of Clinical Education downloads the relevant data from CPI-web into an Excel workbook for analysis. The number and percent of students achieving a score of 17 or higher on item 2 is calculated. The data is stored in the WKU-DPT shared drive to which access is limited to DPT faculty and staff.		
<b>Measurement Instrument 2</b>	<b>Direct measure of student learning.</b> Item 3, Accountability, of the CPI was selected to track SLO 2 based on the sample behaviors used to guide the assessment of student competence in the ability to “practice in a manner consistent with established legal and professional standards and ethical guidelines”.		
<b>Criteria for Student Success</b>	Students will be “entry-level” on criterion item 3, accountability, at the completion of the final clinical experience.		
<b>Program Success Target for this Measurement</b>	100%	<b>Percent of Program Achieving Target</b>	100%
<b>Methods</b>	Final CPI rankings of item 3 by the clinical faculty/instructors during the terminal clinical experience (DPT 754) is used to assessment SLO 2. The Director of Clinical Education downloads the relevant data from CPI-web into an Excel workbook for analysis. The number and percent of students achieving a score of 17 or higher on item 2 is calculated. The data is stored in the WKU-DPT shared drive to which access is limited to DPT faculty and staff.		
<b>Measurement Instrument 3</b>			
<b>Criteria for Student Success</b>			

<b>Program Success Target for this Measurement</b>		<b>Percent of Program Achieving Target</b>	
<b>Methods</b>			
<b>Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.</b>			<b>Met</b>
<b>Not Met</b>			
<b>Actions</b> (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)			
<b>Actions:</b> DPT Faculty will explore utilization of a measurement instrument at an earlier point in the curriculum to assess the development timeline of the professional behaviors related to specific curricula objectives.			
<b>Timeline:</b>			
<b>Spring 2020:</b> Faculty will explore utilization of a third measurement instrument for SLO2 and, if appropriate, select a measurement instrument to assess the development of professional behaviors during year 2 of the curriculum. If an item is selected, faculty will be trained in the use of the measurement instrument.			
<b>Fall 2020:</b> Implement the adapted measurement instrument, if applicable, for the 2020-2021 assessment cycle.			
<b>Follow-Up:</b>			
<b>Timeline for follow-up:</b> Program Assessment of AY 20-21.			

<b>Student Learning Outcome 3</b>			
<b>Student Learning Outcome</b>	Students will effectively disseminate the results of scholarly activity in local, regional, national, and/or international venues.		
<b>Measurement Instrument 1</b>	<b>Direct measure of student learning.</b> The DPT curriculum includes five research courses offered in sequence over the three-year program. Across this course sequence, students work with faculty mentors to complete a research project. DPT 785 (Research in Physical Therapy V) is the final course in this sequence and is offered in fall semester of year 3. In DPT 785, students were required to conduct an oral presentation of their completed research project and to respond to questions from DPT faculty.		
<b>Criteria for Student Success</b>	Students should attain an average score of $\geq 1$ (proficient) across all items on the DPT 785 Oral Exam Rubric from all faculty raters.		
<b>Program Success Target for this Measurement</b>	100%	<b>Percent of Program Achieving Target</b>	100%
<b>Methods</b>	All DPT faculty were present for each student research presentation. Using DPT 785 Oral Presentation Rubric, faculty evaluated students on the ability to clearly articulate the background information, project methodology, data analysis and results, clinical implication of findings, and responses to faculty questions. The research project faculty mentor tabulated rubric scores for each student in their mentor group. The DPT department chair and the assessment chair reviewed the average rubric scores for each student to determine the percentage of students achieving the criteria for success.		
<b>Measurement Instrument 2</b>	<b>Indirect measure of student learning.</b> Percent of students who disseminate research in a professional meeting.		
<b>Criteria for Student Success</b>	Students disseminate research in a public forum.		
<b>Program Success Target for this Measurement</b>	70% of the graduating cohort	<b>Percent of Program Achieving Target</b>	100%
<b>Methods</b>	A Student Outcome Form is completed by each student in the spring semester of each program year. Contained in the Student Outcome Form are citations of research project disseminations completed, accepted, and submitted. The DPT department chair and the assessment committee chair review the forms to tabulate the percentage of students in the graduating cohort of the assessment year that disseminate a research project in a public forum.		

<b>Measurement Instrument 3</b>					
<b>Criteria for Student Success</b>					
<b>Program Success Target for this Measurement</b>		<b>Percent of Program Achieving Target</b>			
<b>Methods</b>					
<b>Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.</b>			<table border="1"> <tr> <td><b>Met</b></td> <td><b>Not Met</b></td> </tr> </table>	<b>Met</b>	<b>Not Met</b>
<b>Met</b>	<b>Not Met</b>				
<b>Actions</b> (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)					
<p>Student success targets were met or exceed in both measurement instruments for SLO 3.</p> <p><b>Actions. Measurement Instrument 1:</b> The DPT 785 Oral Presentation Rubric will be reviewed to determine if the rating scale should be revised. <b>Measurement Instrument 2:</b> A rubric will be developed for faculty use in assessing the proficiency in which students disseminate research in a public forum. The rubric will allow measurement instrument 2 to be a direct measure of student learning assessment. The criteria for success will be changed to “Students will effectively disseminate research in a professional meeting”</p> <p><b>Timeline.</b></p> <p><b>Spring 2020</b> – 1) review, with revision if needed, of DPT 785 Oral Presentation Rubric; 2) development of a rubric to assess student proficiency in disseminating research at a professional meeting with implementation in May 2020.</p> <p><b>Fall 2020-</b> Implementation of revisions of the assessment rubric to be using in DPT 785 offered in Fall 2020.</p>					
<b>Follow-Up</b> (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)					
<b>Timeline for follow-up:</b> Program Assessment of AY 19-20 and 20-21.					

**PATIENT MANAGEMENT  
CLINICAL REASONING\***



**7. Applies current knowledge, theory, clinical judgment, and the patient's values and perspective in patient management.**

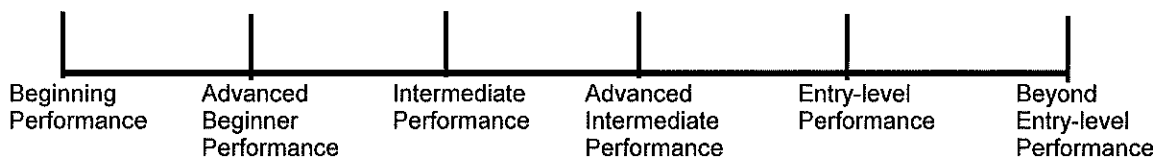
**SAMPLE BEHAVIORS**

- a. Presents a logical rationale (cogent and concise arguments) for clinical decisions.
- b. Makes clinical decisions within the context of ethical practice.
- c. Utilizes information from multiple data sources to make clinical decisions (eg, patient and caregivers\*, health care professionals, hooked on evidence, databases, medical records).
- d. Seeks disconfirming evidence in the process of making clinical decisions.
- e. Recognizes when plan of care\* and interventions are ineffective, identifies areas needing modification, and implements changes accordingly.
- f. Critically evaluates published articles relevant to physical therapy and applies them to clinical practice.
- g. Demonstrates an ability to make clinical decisions in ambiguous situations or where values may be in conflict.
- h. Selects interventions based on the best available evidence, clinical expertise, and patient preferences.
- i. Assesses patient response to interventions using credible measures.
- j. Integrates patient needs and values in making decisions in developing the plan of care.
- k. Clinical decisions focus on the whole person rather than the disease.
- l. Recognizes limits (learner and profession) of current knowledge, theory, and judgment in patient management.

**MIDTERM COMMENTS:** (Provide comments based on the performance dimensions including supervision/guidance\*, quality\*, complexity\*, consistency\*, and efficiency\*.)

**FINAL COMMENTS:** (Provide comments based on the performance dimensions including supervision/guidance\*, quality\*, complexity\*, consistency\*, and efficiency\*.)

**Rate this student's clinical performance based on the sample behaviors and comments above:**



**Significant Concerns:** If performance on this criterion is unacceptable, check the box and call the ACCE/DCE.



Midterm



Final



**PATIENT MANAGEMENT  
SCREENING\***

**8. Determines with each patient encounter the patient's need for further examination or consultation\* by a physical therapist\* or referral to another health care professional.**

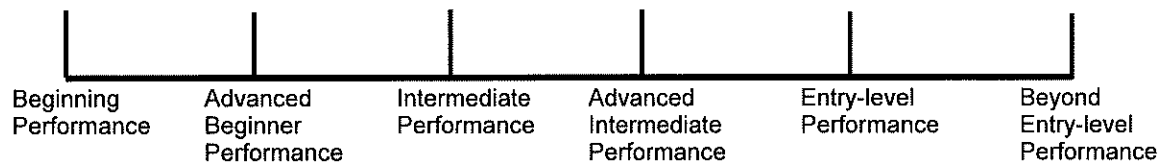
**SAMPLE BEHAVIORS**

- a. Utilizes test and measures sensitive to indications for physical therapy intervention.
- b. Advises practitioner about indications for intervention.
- c. Reviews medical history\* from patients and other sources (eg, medical records, family, other health care staff).
- d. Performs a system review and recognizes clusters (historical information, signs and symptoms) that would preclude interventions due to contraindications or medical emergencies.
- e. Selects the appropriate screening\* tests and measurements.
- f. Conducts tests and measurements appropriately.
- g. Interprets tests and measurements accurately.
- h. Analyzes and interprets the results and determines whether there is a need for further examination or referral to other services.
- i. Chooses the appropriate service and refers the patient in a timely fashion, once referral or consultation is deemed necessary
- j. Conducts musculoskeletal, neuromuscular, cardiopulmonary, and integumentary systems screening at community sites.

**MIDTERM COMMENTS:** (Provide comments based on the performance dimensions including supervision/guidance\*, quality\*, complexity\*, consistency\*, and efficiency\*.)

**FINAL COMMENTS:** (Provide comments based on the performance dimensions including supervision/guidance\*, quality\*, complexity\*, consistency\*, and efficiency\*.)

**Rate this student's clinical performance based on the sample behaviors and comments above:**



**Significant Concerns:** If performance on this criterion is unacceptable, check the box and call the ACCE/DCE.

Midterm 
                 
 Final

**PATIENT MANAGEMENT  
EXAMINATION\***

**9. Performs a physical therapy patient examination using evidenced-based\* tests and measures.**

**SAMPLE BEHAVIORS**

- a. Obtains a history\* from patients and other sources as part of the examination.\*
- b. Utilizes information from history and other data (eg, laboratory, diagnostic tests and pharmacological information) to formulate initial hypothesis and prioritize selection of test and measures.
- c. Performs systems review.
- d. Selects evidence-based tests and measures\* that are relevant to the history, chief complaint, and screening.  
Tests and measures\* (listed alphabetically) include, but are not limited to, the following: a) aerobic capacity, b) anthropometric characteristics, c) arousal, mentation, and cognition, d) assistive and adaptive devices\*, e) community and work (job, school, or play) reintegration, f) cranial nerve integrity, g) environmental, home, and work barriers, h) ergonomics and body mechanics, i) gait, assisted locomotion, and balance, j) integumentary integrity, k) joint integrity and mobility, l) motor function\*, m) muscle performance (including strength, power, and endurance), n) neuromotor development and sensory integration, o) orthotic, protective, and supportive devices, p) pain, q) posture, r) prosthetic requirements, s) range of motion, t) reflex integrity, u) self-care and home management (including activities of daily living and instrumental activities of daily living), v) sensory integration (including proprioception and kinesthesia), and w) ventilation, respiration, and circulation.
- e. Conducts tests and measures accurately and proficiently.
- f. Sequences tests and measures in a logical manner to optimize efficiency\*.
- g. Adjusts tests and measures according to patient's response.
- h. Performs regular reexaminations\* of patient status.
- i. Performs an examination using evidence based test and measures.

**MIDTERM COMMENTS:** (Provide comments based on the performance dimensions including supervision/guidance\*, quality\*, complexity\*, consistency\*, and efficiency\*.)

**FINAL COMMENTS:** (Provide comments based on the performance dimensions including supervision/guidance\*, quality\*, complexity\*, consistency\*, and efficiency\*.)

**Rate this student's clinical performance based on the sample behaviors and comments above:**

Beginning Performance	Advanced Beginner Performance	Intermediate Performance	Advanced Intermediate Performance	Entry-level Performance	Beyond Entry-level Performance

**Significant Concerns:** If performance on this criterion is unacceptable, check the box and call the ACCE/DCE.

**Midterm** 
**Final**

**PATIENT MANAGEMENT  
EVALUATION\***

**10. Evaluates data from the patient examination (history, systems review, and tests and measures) to make clinical judgments.**

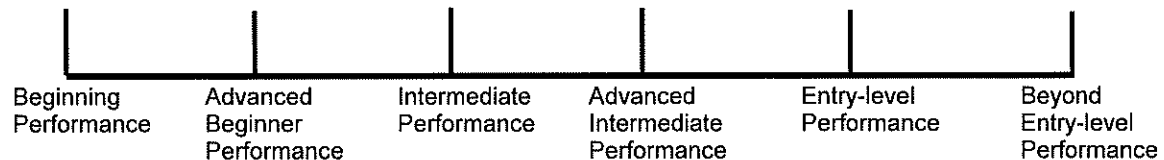
**SAMPLE BEHAVIORS**

- a. Synthesizes examination data and identifies pertinent impairments, functional limitations\* and quality of life. [WHO – ICF Model for Canada]
- b. Makes clinical judgments based on data from examination (history, system review, tests and measurements).
- c. Reaches clinical decisions efficiently.
- d. Cites the evidence to support a clinical decision.

**MIDTERM COMMENTS:** (Provide comments based on the performance dimensions including supervision/guidance\*, quality\*, complexity\*, consistency\*, and efficiency\*.)

**FINAL COMMENTS:** (Provide comments based on the performance dimensions including supervision/guidance\*, quality\*, complexity\*, consistency\*, and efficiency\*.)

**Rate this student's clinical performance based on the sample behaviors and comments above:**



**Significant Concerns:** If performance on this criterion is unacceptable, check the box and call the ACCE/DCE.

Midterm 
     
 Final

PATIENT MANAGEMENT  
**DIAGNOSIS\* AND PROGNOSIS\***

**11. Determines a diagnosis\* and prognosis\* that guides future patient management.**

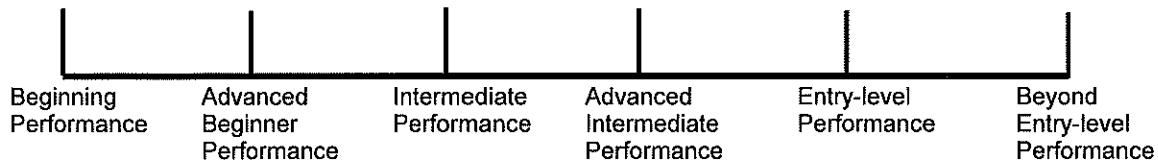
**SAMPLE BEHAVIORS**

- a. Establishes a diagnosis for physical therapy intervention and list for differential diagnosis\*.
- b. Determines a diagnosis that is congruent with pathology, impairment, functional limitation, and disability.
- c. Integrates data and arrives at an accurate prognosis\* with regard to intensity and duration of interventions and discharge\* status.
- d. Estimates the contribution of factors (eg, preexisting health status, co-morbidities, race, ethnicity, gender, age, health behaviors) on the effectiveness of interventions.
- e. Utilizes the research and literature to identify prognostic indicators (co-morbidities, race, ethnicity, gender, health behaviors, etc) that help predict patient outcomes.

**MIDTERM COMMENTS:** (Provide comments based on the performance dimensions including supervision/guidance\*, quality\*, complexity\*, consistency\*, and efficiency\*.)

**FINAL COMMENTS:** (Provide comments based on the performance dimensions including supervision/guidance\*, quality\*, complexity\*, consistency\*, and efficiency\*.)

**Rate this student's clinical performance based on the sample behaviors and comments above:**



**Significant Concerns:** If performance on this criterion is unacceptable, check the box and call the ACCE/DCE.

Midterm 
                 
 Final

**PATIENT MANAGEMENT  
PLAN OF CARE\***

**12. Establishes a physical therapy plan of care\* that is safe, effective, patient-centered, and evidence-based.**

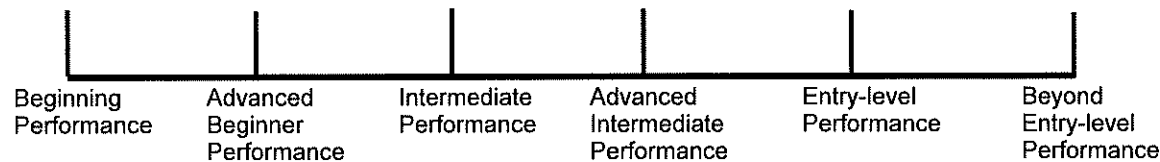
**SAMPLE BEHAVIORS**

- a. Establishes goals\* and desired functional outcomes\* that specify expected time durations.
- b. Establishes a physical therapy plan of care\* in collaboration with the patient, family, caregiver, and others involved in the delivery of health care services.
- c. Establishes a plan of care consistent with the examination and evaluation.\*
- d. Selects interventions based on the best available evidence and patient preferences.
- e. Follows established guidelines (eg, best practice, clinical pathways, and protocol) when designing the plan of care.
- f. Progresses and modifies plan of care and discharge planning based on patient responses.
- g. Identifies the resources needed to achieve the goals included in the patient care.
- h. Implements, monitors, adjusts, and periodically re-evaluate a plan of care and discharge planning.
- i. Discusses the risks and benefits of the use of alternative interventions with the patient.
- j. Identifies patients who would benefit from further follow-up.
- k. Advocates for the patients' access to services.

**MIDTERM COMMENTS:** (Provide comments based on the performance dimensions including supervision/guidance\*, quality\*, complexity\*, consistency\*, and efficiency\*.)

**FINAL COMMENTS:** (Provide comments based on the performance dimensions including supervision/guidance\*, quality\*, complexity\*, consistency\*, and efficiency\*.)

**Rate this student's clinical performance based on the sample behaviors and comments above:**



**Significant Concerns:** If performance on this criterion is unacceptable, check the box and call the ACCE/DCE.

Midterm 
                 
 Final

PATIENT MANAGEMENT  
PROCEDURAL INTERVENTIONS\*

**13. Performs physical therapy interventions\* in a competent manner.**

**SAMPLE BEHAVIORS**

a. Performs interventions\* safely, effectively, efficiently, fluidly, and in a coordinated and technically competent\* manner.  
Interventions (listed alphabetically) include, but not limited to, the following: a) airway clearance techniques, b) debridement and wound care, c) electrotherapeutic modalities, d) functional training in community and work (job, school, or play) reintegration (including instrumental activities of daily living, work hardening, and work conditioning), e) functional training in self-care and home management (including activities of daily living and instrumental activities of daily living), f) manual therapy techniques\*: spinal/peripheral joints (thrust/non-thrust), g) patient-related instruction, h) physical agents and mechanical modalities, i) prescription, application, and as appropriate fabrication of adaptive, assistive, orthotic, protective, and supportive devices and equipment, and j) therapeutic exercise (including aerobic conditioning).

b. Performs interventions consistent with the plan of care.

c. Utilizes alternative strategies to accomplish functional goals.

d. Follows established guidelines when implementing an existing plan of care.

e. Provides rationale for interventions selected for patients presenting with various diagnoses.

f. Adjusts intervention strategies according to variables related to age, gender, co-morbidities, pharmacological interventions, etc.

g. Assesses patient response to interventions and adjusts accordingly.

h. Discusses strategies for caregivers to minimize risk of injury and to enhance function.

i. Considers prevention\*, health, wellness\* and fitness\* in developing a plan of care for patients with musculoskeletal, neuromuscular, cardiopulmonary, and integumentary system problems.

j. Incorporates the concept of self-efficacy in wellness and health promotion.\*

**MIDTERM COMMENTS:** (Provide comments based on the performance dimensions including supervision/guidance\*, quality\*, complexity\*, consistency\*, and efficiency\*.)

**FINAL COMMENTS:** (Provide comments based on the performance dimensions including supervision/guidance\*, quality\*, complexity\*, consistency\*, and efficiency\*.)

**Rate this student's clinical performance based on the sample behaviors and comments above:**

Beginning Performance	Advanced Beginner Performance	Intermediate Performance	Advanced Intermediate Performance	Entry-level Performance	Beyond Entry-level Performance

**Significant Concerns:** If performance on this criterion is unacceptable, check the box and call the ACCE/DCE.

Midterm 
 Final

**PATIENT MANAGEMENT  
EDUCATIONAL INTERVENTIONS\***

**14. Educates\* others (patients, caregivers, staff, students, other health care providers\*, business and industry representatives, school systems) using relevant and effective teaching methods.**

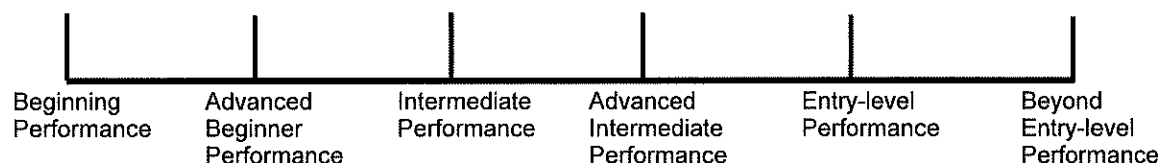
**SAMPLE BEHAVIORS**

- a. Identifies and establishes priorities for educational needs in collaboration with the learner.
- b. Identifies patient learning style (eg, demonstration, verbal, written).
- c. Identifies barriers to learning (eg, literacy, language, cognition).
- d. Modifies interaction based on patient learning style.
- e. Instructs patient, family members and other caregivers regarding the patient's condition, intervention and transition to his or her role at home, work, school or community.
- f. Ensures understanding and effectiveness of recommended ongoing program.
- g. Tailors interventions with consideration for patient family situation and resources.
- h. Provides patients with the necessary tools and education\* to manage their problem.
- i. Determines need for consultative services.
- j. Applies physical therapy knowledge and skills to identify problems and recommend solutions in relevant settings (eg, ergonomic evaluations, school system assessments\*, corporate environmental assessments\*).
- k. Provides education and promotion of health, wellness, and fitness.

**MIDTERM COMMENTS:** (Provide comments based on the performance dimensions including supervision/guidance\*, quality\*, complexity\*, consistency\*, and efficiency\*.)

**FINAL COMMENTS:** (Provide comments based on the performance dimensions including supervision/guidance\*, quality\*, complexity\*, consistency\*, and efficiency\*.)

**Rate this student's clinical performance based on the sample behaviors and comments above:**



**Significant Concerns:** If performance on this criterion is unacceptable, check the box and call the ACCE/DCE.

Midterm 
     
 Final

**PATIENT MANAGEMENT  
DOCUMENTATION\***

**15. Produces quality documentation\* in a timely manner to support the delivery of physical therapy services.**

- SAMPLE BEHAVIORS**
- a. Selects relevant information to document the delivery of physical therapy care.
  - b. Documents all aspects of physical therapy care, including screening, examination, evaluation, plan of care, intervention, response to intervention, discharge planning, family conferences, and communication\* with others involved in the delivery of care.
  - c. Produces documentation (eg, electronic, dictation, chart) that follows guidelines and format required by the practice setting.
  - d. Documents patient care consistent with guidelines and requirements of regulatory agencies and third-party payers.
  - e. Documents all necessary information in an organized manner that demonstrates sound clinical decision-making.
  - f. Produces documentation that is accurate, concise, timely and legible.
  - g. Utilizes terminology that is professionally and technically correct.
  - h. Documentation accurately describes care delivery that justifies physical therapy services.
  - i. Participates in quality improvement\* review of documentation (chart audit, peer review, goals achievement).

**MIDTERM COMMENTS:** (Provide comments based on the performance dimensions including supervision/guidance\*, quality\*, complexity\*, consistency\*, and efficiency\*.)

**FINAL COMMENTS:** (Provide comments based on the performance dimensions including supervision/guidance\*, quality\*, complexity\*, consistency\*, and efficiency\*.)

**Rate this student's clinical performance based on the sample behaviors and comments above:**

Beginning Performance	Advanced Beginner Performance	Intermediate Performance	Advanced Intermediate Performance	Entry-level Performance	Beyond Entry-level Performance

**Significant Concerns:** If performance on this criterion is unacceptable, check the box and call the ACCE/DCE.

Midterm 
     
 Final



**PATIENT MANAGEMENT  
OUTCOMES ASSESSMENT\***

**16. Collects and analyzes data from selected outcome measures in a manner that supports accurate analysis of individual patient and group outcomes.\***

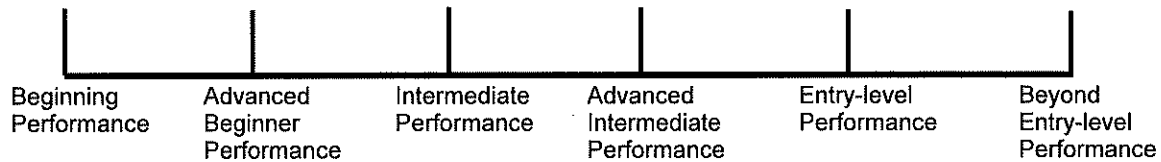
**SAMPLE BEHAVIORS**

- a. Applies, interprets, and reports results of standardized assessments throughout a patient's episode of care.
- b. Assesses and responds to patient and family satisfaction with delivery of physical therapy care.
- c. Seeks information regarding quality of care rendered by self and others under clinical supervision.
- d. Evaluates and uses published studies related to outcomes effectiveness.
- e. Selects, administers, and evaluates valid and reliable outcome measures for patient groups.
- f. Assesses the patient's response to intervention in practical terms.
- g. Evaluates whether functional goals from the plan of care have been met.
- h. Participates in quality/performance improvement programs (program evaluation, utilization of services, patient satisfaction).

**MIDTERM COMMENTS:** (Provide comments based on the performance dimensions including supervision/guidance\*, quality\*, complexity\*, consistency\*, and efficiency\*.)

**FINAL COMMENTS:** (Provide comments based on the performance dimensions including supervision/guidance\*, quality\*, complexity\*, consistency\*, and efficiency\*.)

**Rate this student's clinical performance based on the sample behaviors and comments above:**



**Significant Concerns:** If performance on this criterion is unacceptable, check the box and call the ACCE/DCE.

 Midterm 
 Final

**PATIENT MANAGEMENT  
FINANCIAL RESOURCES**

- 17. Participates in the financial management (budgeting, billing and reimbursement, time, space, equipment, marketing, public relations) of the physical therapy service consistent with regulatory, legal, and facility guidelines.**

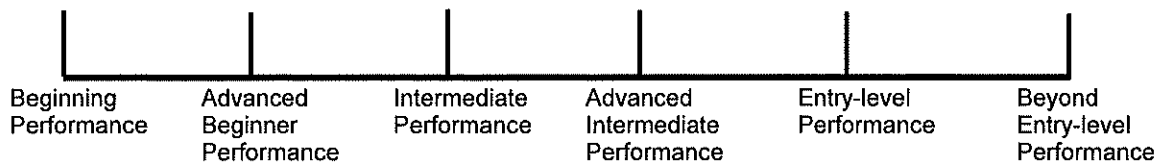
**SAMPLE BEHAVIORS**

- a. Schedules patients, equipment, and space.
- b. Coordinates physical therapy with other services to facilitate efficient and effective patient care.
- c. Sets priorities for the use of resources to maximize patient and facility outcomes.
- d. Uses time effectively.
- e. Adheres to or accommodates unexpected changes in the patient's schedule and facility's requirements.
- f. Provides recommendations for equipment and supply needs.
- g. Submits billing charges on time.
- h. Adheres to reimbursement guidelines established by regulatory agencies, payers, and the facility.
- i. Requests and obtains authorization for clinically necessary reimbursable visits.
- j. Utilizes accurate documentation, coding, and billing to support request for reimbursement.
- k. Negotiates with reimbursement entities for changes in individual patient services.
- l. Utilizes the facility's information technology effectively.
- m. Functions within the organizational structure of the practice setting.
- n. Implements risk-management strategies (ie, prevention of injury, infection control, etc).
- o. Markets services to customers (eg, physicians, corporate clients\*, general public).
- p. Promotes the profession of physical therapy.
- q. Participates in special events organized in the practice setting related to patients and care delivery.
- r. Develops and implements quality improvement plans (productivity, length of stay, referral patterns, and reimbursement trends).

**MIDTERM COMMENTS:** (Provide comments based on the performance dimensions including supervision/guidance\*, quality\*, complexity\*, consistency\*, and efficiency\*.)

**FINAL COMMENTS:** (Provide comments based on the performance dimensions including supervision/guidance\*, quality\*, complexity\*, consistency\*, and efficiency\*.)

**Rate this student's clinical performance based on the sample behaviors and comments above:**



**Significant Concerns:** If performance on this criterion is unacceptable, check the box and call the ACCE/DCE.

Midterm 
                 
 Final

PATIENT MANAGEMENT  
**DIRECTION AND SUPERVISION OF PERSONNEL**

**18. Directs and supervises personnel to meet patient's goals and expected outcomes according to legal standards and ethical guidelines.**

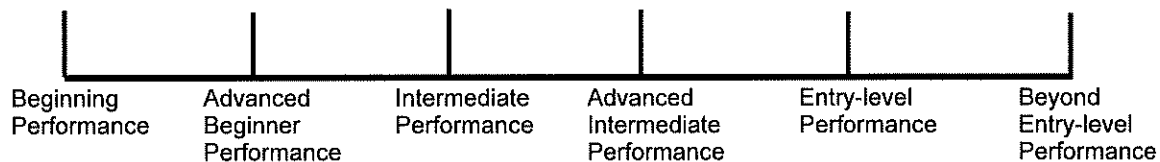
**SAMPLE BEHAVIORS**

- a. Determines those physical therapy services that can be directed to other support personnel according to jurisdictional law, practice guidelines, policies, codes of ethics, and facility policies.
- b. Applies time-management principles to supervision and patient care.
- c. Informs the patient of the rationale for and decision to direct aspects of physical therapy services to support personnel (eg, secretary, volunteers, PT Aides, Physical Therapist Assistants).
- d. Determines the amount of instruction necessary for personnel to perform directed tasks.
- e. Provides instruction to personnel in the performance of directed tasks.
- f. Supervises those physical therapy services directed to physical therapist assistants\* and other support personnel according to jurisdictional law, practice guidelines, policies, codes of ethics, and facility policies.
- g. Monitors the outcomes of patients receiving physical therapy services delivered by other support personnel.
- h. Demonstrates effective interpersonal skills including regular feedback in supervising directed support personnel.
- i. Demonstrates respect for the contributions of other support personnel.
- j. Directs documentation to physical therapist assistants that is based on the plan of care that is within the physical therapist assistant's ability and consistent with jurisdictional law, practice guidelines, policies, codes of ethics, and facility policies.
- k. Reviews, in conjunction with the clinical instructor, physical therapist assistant documentation for clarity and accuracy.

**MIDTERM COMMENTS:** (Provide comments based on the performance dimensions including supervision/guidance\*, quality\*, complexity\*, consistency\*, and efficiency\*.)

**FINAL COMMENTS:** (Provide comments based on the performance dimensions including supervision/guidance\*, quality\*, complexity\*, consistency\*, and efficiency\*.)

**Rate this student's clinical performance based on the sample behaviors and comments above:**



**Significant Concerns:** If performance on this criterion is unacceptable, check the box and call the ACCE/DCE.

Midterm      
 Final

PROFESSIONAL PRACTICE  
**PROFESSIONAL BEHAVIOR**



**2. Demonstrates professional behavior in all situations.**

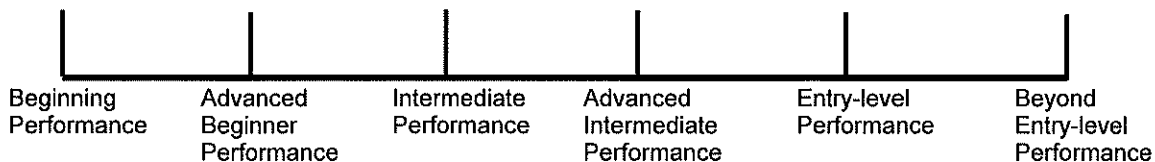
**SAMPLE BEHAVIORS**

- a. Demonstrates initiative (eg, arrives well prepared, offers assistance, seeks learning opportunities).
- b. Is punctual and dependable.
- c. Wears attire consistent with expectations of the practice setting.
- d. Demonstrates integrity\* in all interactions.
- e. Exhibits caring\*, compassion\*, and empathy\* in providing services to patients.
- f. Maintains productive working relationships with patients, families, CI, and others.
- g. Demonstrates behaviors that contribute to a positive work environment.
- h. Accepts feedback without defensiveness.
- i. Manages conflict in constructive ways.
- j. Maintains patient privacy and modesty.
- k. Values the dignity of patients as individuals.
- l. Seeks feedback from clinical instructor related to clinical performance.
- m. Provides effective feedback to CI related to clinical/teaching mentoring.

**MIDTERM COMMENTS:** (Provide comments based on the performance dimensions including supervision/guidance\*, quality\*, complexity\*, consistency\*, and efficiency\*.)

**FINAL COMMENTS:** (Provide comments based on the performance dimensions including supervision/guidance\*, quality\*, complexity\*, consistency\*, and efficiency\*.)

**Rate this student's clinical performance based on the sample behaviors and comments above:**



**Significant Concerns:** If performance on this criterion is unacceptable, check the box and call the ACCE/DCE.

Midterm      
 Final

**PROFESSIONAL PRACTICE  
ACCOUNTABILITY\***



**3. Practices in a manner consistent with established legal and professional standards and ethical guidelines.**

**SAMPLE BEHAVIORS**

- a. Places patient's needs above self interests.
- b. Identifies, acknowledges, and accepts responsibility for actions and reports errors.
- c. Takes steps to remedy errors in a timely manner.
- d. Abides by policies and procedures of the practice setting (eg, OSHA, HIPAA, PIPEDA [Canada], etc.)
- e. Maintains patient confidentiality.
- f. Adheres to legal practice standards including all federal, state/province, and institutional regulations related to patient care and fiscal management.\*
- g. Identifies ethical or legal concerns and initiates action to address the concerns.
- h. Displays generosity as evidenced in the use of time and effort to meet patient needs.
- i. Recognize the need for physical therapy services to underserved and under represented populations.
- j. Strive to provide patient/client services that go beyond expected standards of practice.

**MIDTERM COMMENTS:** (Provide comments based on the performance dimensions including supervision/guidance\*, quality\*, complexity\*, consistency\*, and efficiency\*.)

**FINAL COMMENTS:** (Provide comments based on the performance dimensions including supervision/guidance\*, quality\*, complexity\*, consistency\*, and efficiency\*.)

**Rate this student's clinical performance based on the sample behaviors and comments above:**

Beginning Performance	Advanced Beginner Performance	Intermediate Performance	Advanced Intermediate Performance	Entry-level Performance	Beyond Entry-level Performance

**Significant Concerns:** If performance on this criterion is unacceptable, check the box and call the ACCE/DCE.



Midterm



Final

**Western Kentucky University  
Doctor of Physical Therapy**

Scoring Rubric for Oral Presentation of Research Project DPT 785

Student: \_\_\_\_\_  
\_\_\_\_\_

Date:

Faculty member: \_\_\_\_\_  
\_\_\_\_\_

Research Advisor:

	<b>Not Acceptable (Novice) 0</b>	<b>Good (Proficient) 1</b>	<b>Excellent (Distinguished) 2</b>
<b>Communication</b>			
Tone of voice, volume; awareness of audience, eye contact; delivery of presentation	Limited to no awareness of audience; makes minimal eye contact; reads majority of presentation from notes or slides	Occasional difficulties with voice tone and clarity; sustains eye contact with audience for majority of presentation; minimal reliance on notes for delivery	Strong, clear tone of voice; confident in content area; sustains eye contact with audience throughout presentation; no reliance on notes for delivery
Response to questions	Direct but inadequate response to questions, lacks focus and understanding of topic.	Well focused responses to majority of questions; demonstrates good understanding of topic.	Well-focused responses to all questions with clear articulation; demonstrates thorough and profound understanding of the topic.
<b>Content</b>			
Background	No reference is made to literature or theory	Substantial idea development with adequate detail	Strong idea development; connects project development with published evidence
Purpose and Hypothesis	Unclear description of study purpose	Clear description of study purpose and hypothesis	Clear description of study purpose and hypothesis; relates study purpose and hypothesis to supporting evidence
Methods	Confusing, difficult to follow.	Clear, concise methods	Clear, concise methods with consideration of internal validity.
Data Analysis/ Results	Lacks good understanding of analysis; Unable to articulate study findings	Appropriate analysis with good rationale for choice; clear articulation of study findings.	Well-developed analytical choices; clear articulation of study findings strong explanation of visual aids
Discussion	Unable to articulate meaning of results.	Summarizes key findings but does not provide interpretation and/or relate findings to study objectives and/or previous research	Summarizes and interprets key findings with references to study objectives and previous research

	<b>Not Acceptable (Novice) 0</b>	<b>Good (Proficient) 1</b>	<b>Excellent (Distinguished) 2</b>
Limitations	Does not discuss limitations	Presents limitations but does not account for potential bias or imprecision.	Discuss limitations of the study, taking into account sources of potential bias or imprecision.
Conclusion	Does not provide conclusion summary.	Lacks in one or more of the following: Short overview; Brief statement of findings; Clinical relevance; generalizability	Provides a short overview of the study, major findings and provides clinical relevance and/or generalizability.
<b>Organization</b>			
Organization of PowerPoint	Weak, disorganized	Clear, focused presentation that is logical; completes presentation within 1-2 minutes of allotted time	Clear and focused; logically organized; rich in style; completes presentation without exceeding allotted time
Wording, grammar	Many errors; excessive wording on more than 50% of slides	Error-free; <25% slides with excessive wording	Error-free; < 10% slides with excessive wording

Successful completion of the oral presentation:

The student must achieve an average score of 1 (proficient) from every faculty member.

**Rater instructions:**

1. For a score of '2' in an individual item, the student must attain all criterion outlined for that item.
2. Place a checkmark within the appropriate box for each category relevant to the student presentation.

**Successful completion of the oral presentation:**

- Each student is graded on the two areas for Communication and any additional areas he/she presents.
- The two areas of Organization are graded for the group as a whole in reference to the PowerPoint and group organization for effective delivery of the research.
- The student must achieve an average score of 1 from every faculty member.
- No more than 25% of the scored areas for an individual student receives a score of 0. Example: A student is scored in 4 areas, no more than 1 area may receive a score of 0.