

**Assurance of Student Learning
2019-2020**

College of Health and Human Performance

Physical Therapy

0013

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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	National physical therapy examination (NPTE)
Instrument 2	DPT Comprehensive Exam (DPT-CE)
Instrument 3	Clinical Performance Instrument (CPI)
Instrument 4	

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.	Met	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.	Met	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 790
Instrument 2	Oral presentation of research, DPT 785
Instrument 3	

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

Measurement instruments for SLO 1 were selected to provide triangulation of assessment of student's entry level competence in physical therapy knowledge and clinical skills from a national board examination, department comprehensive examination and observation during clinical internships. Success targets were met by all three instruments supporting the attainment of SLO 1. Actions on SLO 1 are to revise the DPT-CE to be reflective of content taught by current faculty. For SLO 2, students were assessed with the Clinical Performance Instrument (CPI) to ensure that a student's ability to demonstrate ethics, integrity, professionalism and empathetic attitudes translates from what is learned in the didactic curriculum to clinical practice. Actions for SLO are to include the Professional Behavior standard in all DPT syllabi, to review the development of professional behaviors at mid-term advisement in didactic semesters and to monitor student progress on CPI indicators across the four clinical experience courses. SLO 3 was

assessed with a revised rubric for measurement instrument 1, allowing this instrument to be a direct measure of student learning. Action for SLO 3 is to pilot a new measurement instrument for potential implementation in AY 21-20.

Student Learning Outcome 1

Student Learning Outcome	Students will demonstrate entry level competence in physical therapy knowledge and clinical skills.		
Measurement Instrument 1	Direct measures of student learning: 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.		
Criteria for Student Success	Program graduates will pass the NPTE within 18-months of graduation.		
Program Success Target for this Measurement	85% (Class of 2020: 25/29)	Percent of Program Achieving Target	As of 9/1/20, 27/29 students had taken the NPTE with 27/27 achieving a passing score. Final results will be available in Oct 2020
Methods	DPT program graduates register to take the NPTE at specific testing centers. DPT Graduates typically register to take the exam in July following their May graduation. This year, due to COVID-19, FSBPT cancelled the exam scheduled for April which decreased seat availability in July. Thus, not all of WKY DPT graduates were able to take the exam in July 2020 and official results from FSBPT was not available in the typical timeframe. The data analyzed for this report are from unofficial data. When the official report is available, The DPT Department Chair will review the official report to determine the number and percent of graduates who attain a passing score on the NPTE examination.		
Measurement Instrument 2	Direct measures of student learning: 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		
Criteria for Student Success	At the end of the program, students should achieve an average score of 70% or greater on the DPT-CE.		
Program Success Target for this Measurement	100%	Percent of Program Achieving Target	100%
Methods	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.		
Measurement Instrument 3	Direct measures of student learning. 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 Liker 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 for the 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.		
Criteria for Student Success			
Program Success Target for this Measurement	100	Percent of Program Achieving Target	100%
Methods	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. CPI scores range from 0-21, where entry-level corresponds to scores of 17-20 and beyond entry level performance corresponds to a score of 21. 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.		
Measurement Instrument 4	Direct measures of student learning: 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.		
Criteria for Student Success	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.		
Program Success Target for this Measurement	85% (25/29)	Percent of Program Achieving Target	68.9% (20/29)
Methods	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.		
Based on your results, highlight whether the program met the goal Student Learning Outcome 1.			
		Met	Not Met
Actions (Describe the decision-making process and actions for program improvement. The actions should include a timeline.)			
Results were discussed during the faculty meeting held at the beginning of the AY 20-21. For Measures 1-3, no action was needed and the program will continue to use these measures in that results are also reported for program accreditation purposes. Although Measure 4 did not meet the success target of 85%, students who did not achieve the target <u>did pass</u> the NPTE exam on the first attempt, which is the primary educational determinate for licensure as a physical therapist in all US states. Thus, the faculty decided to remove the PEAT as a measure of SLO 1 and to continue its use in DPT 790 as a mechanism through which students self-assess their readiness to take the NPTE and develop a study plan to target content areas in which their individual scores are not within the estimated NPTE range to pass. DPT faculty reviewed the blueprint for the DPT-CE, measurement instrument 2, and determined that 3 prior faculty had provided exam items which may not be reflective of courses that are currently taught by new faculty. It was recommended that the new faculty review the exam items within the DPT-CE related to courses in which they are the primary instructors to determine if the items appropriately assess course content as it is now instructed.			
Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)			
Measure 1 will be completed when the official scores on the NPTE are provided by FSBPT with an estimated timeline of October 2020. DPT-CE item review by new faculty will be completed with item revisions as appropriate by March 2021 for implementation in the May 2021 for the AY 20-21 assessment.			
Next Assessment Cycle Plan (Please describe your assessment plan timetable for this outcome)			

SLO 1 will be assessed in May 2021 with data review completed by August 2021. Measurement instruments will be the NPTE, DPT-CE and the CPI (items 7-18). The Department Chair and the chair of DPT Assessment committed will review data collected from the NPTE and DPT-CE, while the DPT Director of Clinical Education will review data from the CPI.

Student Learning Outcome 2			
Student Learning Outcome	Students will demonstrate integrity, ethics, professionalism, and empathetic attitudes in their practices.		
Measurement Instrument 1	Direct measure of student learning. 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”.		
Criteria for Student Success	Students will be “entry-level” on criterion item 2, professional behaviors, at the completion of the final clinical experience.		
Program Success Target for this Measurement	100%	Percent of Program Achieving Target	100%
Methods	Final CPI rankings of item 2 by the clinical faculty/instructors during the terminal clinical experience (DPT 754) is used to assessment SLO 2. CPI scores range from 0-21, where entry-level corresponds to scores of 17-20 and beyond entry level performance corresponds to a score of 21. 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.		
Measurement Instrument 2	Direct measure of student learning. 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”.		
Criteria for Student Success	Students will be “entry-level” on criterion item 3, accountability, at the completion of the final clinical experience.		
Program Success Target for this Measurement	100%	Percent of Program Achieving Target	100%
Methods	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.		
Measurement Instrument 3			
Criteria for Student Success			
Program Success Target for this Measurement		Percent of Program Achieving Target	
Methods			
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.			Met
Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)			Not Met

Results were reviewed during the end of AY 19-20 faculty meeting in May 2020. The success target was met on both measurement instruments.

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

During the final faculty meeting of AY 19-20, follow-up on an action outlined in the 18-19 DPT SACS-COC report occurred with faculty deciding that a measurement instrument for SLO 2 was not indicated for the didactic component of the curriculum. Faculty will continue to use the DPT Professional Behaviors statement in didactic course syllabi and to review each student's self-assessment of professional behavior development during mid-term advisement in all semesters involving only didactic coursework.

The measurement instruments used for SLO2 are administered when the cohort is in the final, DPT 754, clinical education component of the curriculum. The Director and Associate Director of Clinical Education review the CPI during clinical education courses DPT 751, 752, 753 to ensure that all students are progressing appropriately toward entry level on CPI indicators 2 and 3 which has contributed towards the 100% of students achieving the target.

Next Assessment Cycle Plan (Please describe your assessment plan timetable for this outcome)

SLO2 will be assess in May 2021 for all students completing DPT 754 in spring semester 2021. The Director of Clinical Education will review CPI indicators 2 and 3 from all students and report the data to the Program Chair.

Student Learning Outcome 3

Student Learning Outcome	Students will disseminate the results of scholarly activity in local, regional, national, and/or international venues.		
Measurement Instrument 1	Direct measure of student learning. A requirement of DPT 790 (Physical Therapy Seminar) students are required to effectively conduct an oral presentation of their completed research project in a local professional meeting and to respond to questions from DPT faculty and session attendees.		
Criteria for Student Success	Students should attain an average score of ≥ 6 (good -slightly above average, small number of improvements possible) across all items on the DPT 790 Oral Exam Rubric from all faculty raters. For each criterion, rubric scores range from 0 (very poor) to 10 (superior- far above average, no improvements needed).		
Program Success Target for this Measurement	100%	Percent of Program Achieving Target	100%
Methods	All DPT faculty were present for each student research presentation at the Western District Physical Therapy Spring Meeting held via Zoom Meetings in May 2020. Using DPT 790 Research 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/audience questions. For each criterion, rubric scores range from 0 (very poor) to 10 (superior- far above average, no improvements needed). The DPT department chair reviewed the rubric scores for each student to determine the percentage of students achieving the criteria for success.		
Measurement Instrument 2	Direct measure of student learning. 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.		
Criteria for Student Success	Students should attain an average score of ≥ 1 (proficient) across all items on the DPT 785 Oral Exam Rubric from all faculty raters. For each criterion identified in the rubric, scores ranged from 0-2, where 0=novice, 1=proficient, and 2=excellent).		
Program Success Target for this Measurement	100%	Percent of Program Achieving Target	100%

Methods	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. For each criterion identified in the rubric, scores ranged from 0-2, where 0=noVICE, 1=proficient, and 2=excellent). 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.		
Measurement Instrument 3			
Criteria for Student Success			
Program Success Target for this Measurement		Percent of Program Achieving Target	
Methods			
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.		Met	Not Met
Actions (Describe the decision-making process and actions for program improvement. The actions should include a timeline.)			
Results were reviewed during the end of AY 19-20 faculty meeting in May 2020. The success target was met on all three measurement instruments.			
Action: One new measurement instrument will be pilot tested retrospectively for AY 18-19, 19-20 for feasibility of implementation and to determine the optimal success target - Peer Review Acceptance of Scholarly Research as Manuscript Publication or Conference Presentation. Time-line: Retrospective data will be gathered and analyzed in Fall 2020 and presented for faculty decision of implementation in Jan 2021.			
Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)			
Follow-up on actions identified in the AY 18-19 report were completed:			
<ol style="list-style-type: none"> 1. The rubric for measurement instrument 2 was updated and will be implemented in Spring 2021. The original implementation date was Fall 2020, however, the related course, DPT 785, was moved to spring 2021 secondary to COVID-19 related curriculum changes. 2. A rubric was developed to assess student proficiency in disseminating research at a professional meeting and is reflected in measurement instrument 1. This instrument allows a direct assessment of student proficiency in disseminating research at a professional meeting, outside of the classroom setting. 			
Next Assessment Cycle Plan (Please describe your assessment plan timetable for this outcome)			
SLO 3 will be assessed with both measurement instruments during AY 20-21. Faculty research mentors will review data collected with measurement instrument 2, and the primary course instructor for DPT 790 will review data collected with measurement instrument 1. The timeline for review of data from both measurement instruments is May 2021.			

**PATIENT MANAGEMENT
CLINICAL REASONING***



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

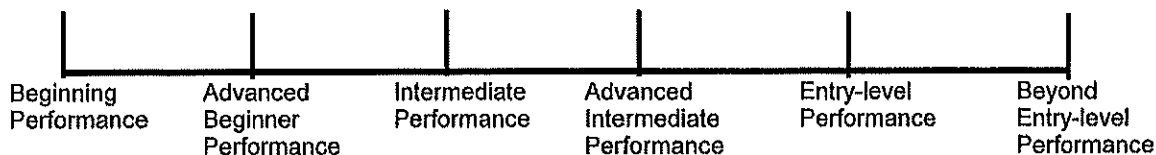
SAMPLE BEHAVIORS

- 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.

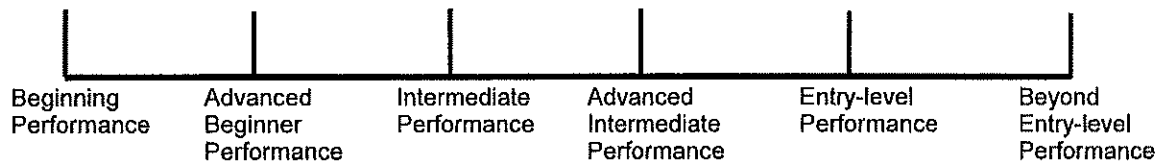
SAMPLE BEHAVIORS

- 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.

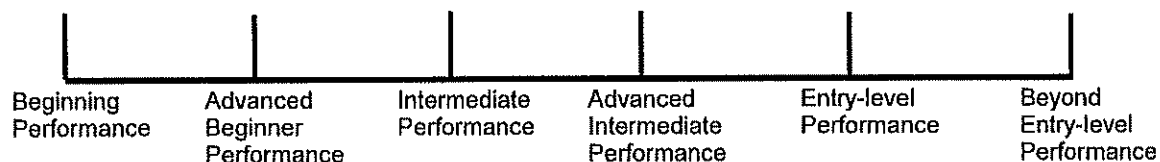
SAMPLE BEHAVIORS

- 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:

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
PLAN OF CARE***

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

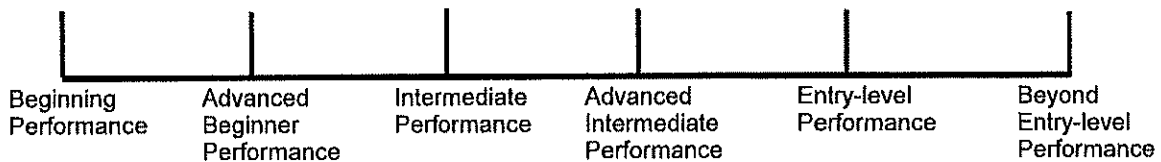
SAMPLE BEHAVIORS

- 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:

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
DOCUMENTATION***

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

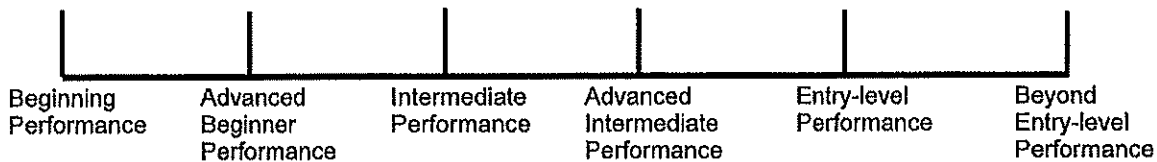
SAMPLE BEHAVIORS

- 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:



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.*

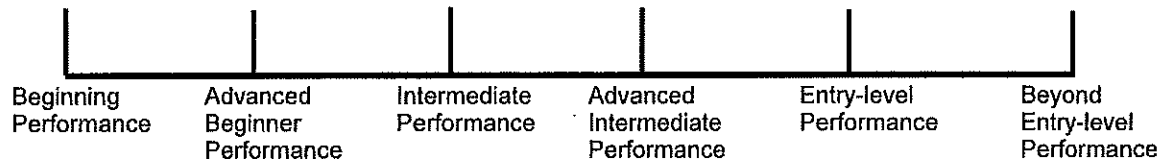
SAMPLE BEHAVIORS

- 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.

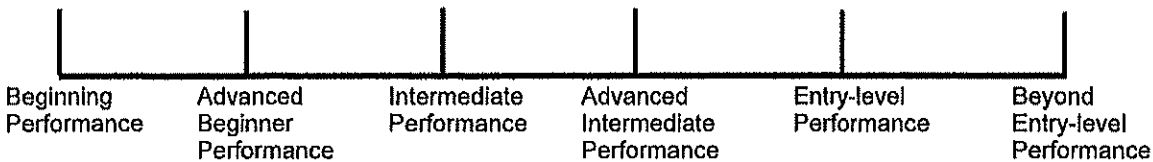
SAMPLE BEHAVIORS

- 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.

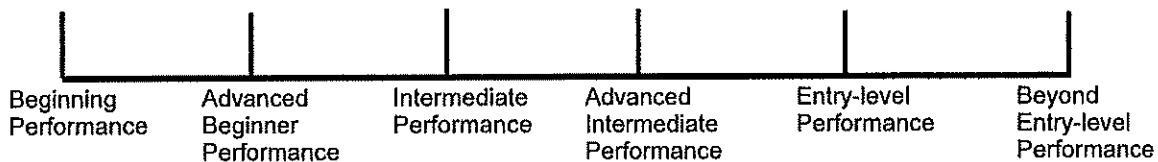
SAMPLE BEHAVIORS

- 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:

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

**PROFESSIONAL PRACTICE
ACCOUNTABILITY***



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

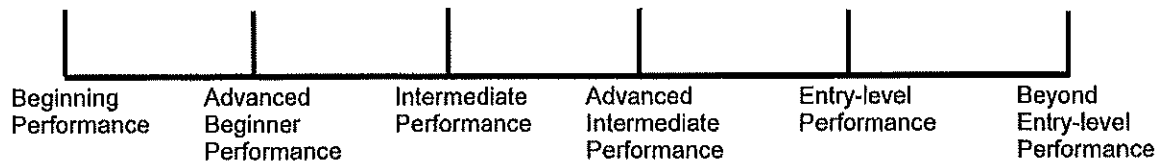
SAMPLE BEHAVIORS

- 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:



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

Midterm
 Final

DPT 790 Research Presentation Rubric (SLO 3/Measurement Instrument #1)

Presenter's Name:

Mentor's Name:

Presentation Title:

(highlight one) Oral Presentation Poster

Instructions:

Rate the student presenter on the applicable criterion in Content, each criterion in Presentation Technique, and criterion 1 and 2 in section C -Response to Questions. Criterion C.3 is optional.

- 0 = very poor
- 2 = poor (well below average, substantial improvements needed)
- 4 = fair (average, many improvements needed)
- 6 = good (slightly above average, small number of improvements possible)
- 8 = excellent (far above average, room for minor improvements)
- 10 = superior (far above average, no improvements needed)
- NA = not applicable to this presenter

A. CONTENT

1. Effectively communicates introduction/background/rationale for scholarly activity

0	1	2	3	4	5	6	7	8	9	10	NA
---	---	---	---	---	---	---	---	---	---	----	----
2. Effectively communicates research design/variables investigated

0	1	2	3	4	5	6	7	8	9	10	NA
---	---	---	---	---	---	---	---	---	---	----	----
3. Effectively communicates methods to support strong internal validity of the study

0	1	2	3	4	5	6	7	8	9	10	NA
---	---	---	---	---	---	---	---	---	---	----	----
4. Effectively summarizes data analysis use to test the research hypothesis

0	1	2	3	4	5	6	7	8	9	10	NA
---	---	---	---	---	---	---	---	---	---	----	----
5. Effectively interprets key findings with references to study objectives

0	1	2	3	4	5	6	7	8	9	10	NA
---	---	---	---	---	---	---	---	---	---	----	----
6. Provides clinical relevance and/or generalizability of the major findings

0	1	2	3	4	5	6	7	8	9	10	NA
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B. PRESENTATION TECHNIQUE

1. Style and ease of presentation

0	1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	---	----
2. Quality and use of visual aids

0 1 2 3 4 5 6 7 8 9 10
3. Eye contact with audience

0 1 2 3 4 5 6 7 8 9 10

4. Effective use of time

0 1 2 3 4 5 6 7 8 9 10

C. RESPONSE TO QUESTIONS

1. Familiarity with subject matter

0 1 2 3 4 5 6 7 8 9 10

2. Completeness and clarity of responses to faculty rater's questions

0 1 2 3 4 5 6 7 8 9 10

3. Completeness and clarity of responses to audience questions

0 1 2 3 4 5 6 7 8 9 10 NA

SCORING

1. Total scores of all rated criterion:

2. Number of criteria rated:

3. Average score (1/2):

**Western Kentucky University
Doctor of Physical Therapy**

Scoring Rubric for Oral Presentation of Research Project DPT 785

Student: _____

Date: _____

Faculty member: _____

Research Advisor: _____

	Not Acceptable (Novice) 0	Good (Proficient) 1	Excellent (Distinguished) 2
Communication			
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.
Content			
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

	Not Acceptable (Novice) 0	Good (Proficient) 1	Excellent (Distinguished) 2
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.
Organization			
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.