

**Course Assessment Report
Washtenaw Community College**

Discipline	Course Number	Title
Physical Therapist Assistant	160	PTA 160 12/14/2019- Therapeutic Procedures II
College	Division	Department
	Health Sciences	Allied Health
Faculty Preparer		Ashley Bernstein
Date of Last Filed Assessment Report		

I. Review previous assessment reports submitted for this course and provide the following information.

1. Was this course previously assessed and if so, when?

No

2. Briefly describe the results of previous assessment report(s).

3.

4. Briefly describe the Action Plan/Intended Changes from the previous report(s), when and how changes were implemented.

5.

II. Assessment Results per Student Learning Outcome

Outcome 1: Identify and demonstrate competence in implementing functional training with assistive, orthotic and prosthetic device.

- Assessment Plan
 - Assessment Tool: Lab practical final examination
 - Assessment Date: Winter 2008
 - Course section(s)/other population: All
 - Number students to be assessed: 1/3 of each section; no less than 4/section
 - How the assessment will be scored:
 - Standard of success to be used for this assessment:

- Who will score and analyze the data:

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
	2021, 2020, 2019, 2018	

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
140	50

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

The students are enrolled in both the lecture course number and lab course so the number enrolled is actually double the number of students in the cohort.

In 2018, 18 students were enrolled, 18 students were assessed. In 2019, 16 students were enrolled, 16 students were assessed. In 2020, 20 students were enrolled, 0 students were assessed (see below). In 2021, 19 students were enrolled, 16 students were assessed.

In 2020, WCC campus was closed due to Covid-19. Students were not able to complete in-person assessment for the final practical exam. The part-time faculty instructor and the director agreed that all the students had passed all the skill-checks (assessment of the technical skill) in the semester before moving to virtual learning. Plus, four out of the five skills that would be included in the patient scenarios in the final practical exam were included in the midterm practical exam which the students were able to complete prior to the closing of campus.

In 2021, one student withdrew from the class for medical reasons, two others withdrew from the program for personal reasons.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

The Physical Therapy Assistant program is a day program on campus. Therefore, all the students enrolled and assessed were day students on campus.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

The final practical exam is used as the outcome tool for all of the Student Learning Outcomes in this assessment. The final practical examination includes an assessment of the performance of skills related to implementing functional training with assistive, orthotic, or prosthetic device. Currently the assessment of the demonstrated skill is not recorded separately but as a total score on the final practical exam. Also embedded in the total score are the common skills of professional communication, preparation of environment, intervention through performance of the skill, and safety.

The rubric contains four grading sections each assigned a certain number of points. The sections are professional communication, preparation of environment, intervention, and safety. All of these sections are important for successful patient care. The safety section must be passed. If not, the student will fail the entire practical even if other sections have a passing score. Safety with patient care is of utmost importance. This is stressed throughout the course.

The students had access to the rubric prior to the final practical exam but did not have access to the patient scenarios.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

The standard of success was set that 80% of students would pass the final practical exam. In Winter 2018, 100% (18/18) of students that took the final practical exam passed it. In Winter 2019, 100% (16/16) of students that took the final practical exam passed it. In Winter 2021, 88% (14/16) of the students that took the final practical exam passed it on first attempt with an ultimate pass rate of 100%. The two students that did not pass the exam of the first attempt passed on the first re-take.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

PTA 160 introduces students to the goals of orthotic and prosthetic devices, the indications for these devices, the different devices and components of the devices, research on the effectiveness of different devices, and appropriate patient interventions across the lifespan and across the continuum of care to both prepare for and use these devices. This course builds on foundational skills learned in PTA 150 (Fall semester) regarding functional training of patients with orthotic and prosthetic needs such as positioning, interventions for the integumentary system, infection control, bed mobility, transfers, wheelchair skills, and gait training. This

course also builds on lever arm principles learned in PTA 180 Clinical Kinesiology (Fall semester).

This course reinforces student learning from PTA 195 Introduction to Disease (same semester) and provides an opportunity to apply that knowledge. It also provides an opportunity for interprofessional collaboration. The instructor works with Eastern Michigan University's Orthotics and Prosthetics (EMU O&P) program to have EMU O&P students come to a lab session and bring orthotics and prosthetics for the PTA students to manipulate. The EMU O&P students provide a short presentation and are available to answer questions from the PTA students.

In meeting SLO #1, the students also meet all the objectives stated in the master syllabus that support this SLO. Finally, there is alignment between this SLO and all three of the program student learning outcomes as well as with the program mission and philosophy.

Since the standard of success has been met for each year of this assessment, students are able to demonstrate competency in implementing functional training with an orthotic and/or prosthetic device.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

Students met the standard of success. Currently, the patient simulation and subsequent rubric are based on an acute care interaction in the immediate days post-operation. Future simulations and rubrics could be created to reflect PTA practice further down the continuum of care.

Outcome 2: Demonstrate competence in wound management and in performing interventions to improve pulmonary hygiene.

- Assessment Plan
 - Assessment Tool: Lab practical final examination
 - Assessment Date: Winter 2008
 - Course section(s)/other population: All
 - Number students to be assessed: 1/3 of each section; no less than 4/section
 - How the assessment will be scored:
 - Standard of success to be used for this assessment:
 - Who will score and analyze the data:

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
	2021, 2020, 2019, 2018	

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
140	50

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

The students are enrolled twice for the same class, once for the lecture section and once for the lab section. The number of students enrolled is actually double the actual enrollment.

In 2018, 18 students were enrolled, 18 were assessed. In 2019, 16 students were enrolled, 16 students were assessed. In 2020, 20 students were enrolled, 0 were assessed (see below). In 2021, 19 students were enrolled, 16 students were assessed.

In 2020, WCC campus was closed due to Covid-19. Students were not able to complete in-person assessment for the final practical exam. The part-time faculty instructor and the director agreed that all the students had passed all the skill-checks (assessment of the technical skill) in the semester before moving to virtual learning. Plus, four out of the five skills that would be included in the patient scenarios in the final practical exam were included in the midterm practical exam which the students were able to complete prior to the closing of campus.

In 2021, one student withdrew from the class for medical reasons, two others withdrew from the program for personal reasons.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

The Physical Therapy Assistant program is a day program on campus. Therefore, all the students enrolled and assessed were day students on campus.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

The final practical exam is used as the outcome tool for all of the Student Learning Outcomes in this assessment. The final practical examination includes an assessment of the performance of skills related to wound management and performing interventions to improve pulmonary hygiene. Currently the assessment of the demonstrated skill is not recorded separately but as a total score on the final practical exam. Also embedded in the total score are the common skills of professional communication, preparation of environment, intervention through performance of the skill and safety.

The rubric contains four grading sections each assigned a certain number of points. The sections are professional communication, preparation of environment, intervention, and safety. All of these sections are important for successful patient care. The safety section must be passed. If not, the student will fail the entire practical even if other sections have a passing score. Safety with patient care is of utmost importance. This is stressed throughout the course.

The students had access to the rubric prior to the final practical exam but did not have access to the patient scenarios.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

The standard of success was set that 80% of students will pass the final practical exam. In Winter 2018, 100% of students that took the final practical exam passed it. In Winter 2019, 100% of students that took the final practical exam passed it. In Winter 2021, 88% of the students that took the final practical exam passed it on first attempt with an ultimate pass rate of 100%. The two students that did not pass the exam of the first attempt passed on the first re-take.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Areas of strength for wound management procedures:

PTA 160 introduces students to the goals of wound management, the indications for wound management, the different types of wound dressings, and sterile technique for infection control. This course builds on foundational skills learned in PTA 150 (fall semester) regarding appropriate patient positioning and mobility skills to prevent skin breakdown and assist with wound management. It also builds on clean technique and disposal of dirty and hazardous materials. This course reinforces student learning from PTA 195 Introduction to Disease (same semester) and provides an opportunity to apply that knowledge.

Since the standard of success has been met for each year of this assessment, students are able to demonstrate competency in wound management procedures.

Areas of strength for interventions to improve pulmonary hygiene:

PTA 160 introduces students to the goals of pulmonary hygiene, the indications for manual techniques in pulmonary hygiene, the different positions for postural drainage, and the assessment and treatment of breathing dysfunction. This course builds on foundational skills learned in PTA 150 (fall semester) regarding the taking of and assessment of vital signs. It also builds on clean technique and disposal of dirty and hazardous materials. This course reinforces student learning from PTA 195 Introduction to Disease (same semester) and provides an opportunity to apply that knowledge.

In meeting SLO #2, the students also meet all the objectives stated in the master syllabus that support this SLO. Finally, there is alignment between this SLO and all three of the program student learning outcomes as well as with the program mission and philosophy.

Since the standard of success has been met for each year of this assessment, students are able to demonstrate competency in interventions to improve pulmonary hygiene. This will be especially important moving forward in a post-Covid environment.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

Students met the standard of success. Currently, the patient simulation, and subsequent rubric, is based on an acute care interaction. This is appropriate for wound care intervention. This is also appropriate for pulmonary hygiene yet in a post-Covid healthcare environment, it may be appropriate to have future simulations and rubrics created to reflect PTA practice further down the continuum of care.

Outcome 3: Demonstrate competence in the measurement of muscle performance.

- Assessment Plan
 - Assessment Tool: Lab practical final examination
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- How the assessment will be scored:
- Standard of success to be used for this assessment:
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3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

The number of students enrolled is double the actual number enrolled due to students being enrolled twice for the class, once for the lecture section, once for the lab section.

In 2018, 18 students were enrolled, 18 were assessed. In 2019, 16 students were enrolled, 16 were assessed. In 2020, 20 students were enrolled, 0 were assessed (see below). In 2021, 19 students were enrolled, 16 were assessed.

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In 2021, one student withdrew from the class for medical reasons, two others withdrew from the program for personal reasons.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

The Physical Therapy Assistant program is a day program on campus. Therefore, all the students enrolled and assessed were day students on campus.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

The final practical exam is used as the outcome tool for all of the Student Learning Outcomes in this assessment. The final practical examination includes an assessment of the performance of skills related to the measurement of muscle performance. Currently the assessment of the demonstrated skill is not recorded separately but as a total score on the final practical exam. Also embedded in the total score are the common skills of professional communication, preparation of environment, intervention through performance of the skill and safety.

The rubric contains four grading sections each assigned a certain number of points. The sections are professional communication, preparation of environment, intervention, and safety. All these sections are important for successful patient care. The safety section must be passed. If not, the student will fail the entire practical even if other sections have a passing score. Safety with patient care is of utmost importance. This is stressed throughout the course.

The students had access to the rubric prior to the final practical exam but did not have access to the patient scenarios.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

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7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

This SLO is directly addressed in a different course, PTA 220 Therapeutic Exercise I.

Even though this outcome is not directly measured in this course, it is layered throughout each learned skill. As students become more competent at a skill, the patient simulation becomes more complex with differing ability levels of functional strength and muscle performance.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

Students are not directly assessed for this outcome in this course. This is directly measured in PTA 220.

III. Course Summary and Intended Changes Based on Assessment Results

1. Based on the previous report's Intended Change(s) identified in Section I above, please discuss how effective the changes were in improving student learning.

N/A - this is the first course assessment report.

2. Describe your overall impression of how this course is meeting the needs of students. Did the assessment process bring to light anything about student achievement of learning outcomes that surprised you?

This is a unique course in that it introduces students to concepts of patient management skills with specialized patient populations. It is also the only place within the program curriculum in which patient management skills with these specialized patient populations are taught. Therefore, students must demonstrate entry-level knowledge and skills for these patient population by the end of the course. I believe this course is meeting the needs of the students. Their performance demonstrates success in the domains of the physical therapy profession for which this course is designed to teach.

With completing this assessment, the need to change the master syllabus has become clear. A portion of SLO #1 is taught in a different class. *Identification in implementing assistive device functional training and demonstrate of competence in assistive device functional training* takes place in PTA 150 Therapeutic Procedures I. The students build upon that competency from PTA 150 with the specialized population of patients with orthotic and/or prosthetic needs.

SLO #3 is not directly measured in this class. This is directly measured in PTA 220 Therapeutic Exercise I. It is indirectly measured in PTA 160 in each skill practice session. As students become more competent at a skill, the patient simulation becomes more complex with differing ability levels of functional strength and muscle performance. The simulated patients also become more complex through more co-morbidities.

3. Describe when and how this information, including the action plan, was or will be shared with Departmental Faculty.

This information, including the action plan, will be shared with Departmental Faculty over emails and possibly virtual meetings.

4.

Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Outcome Language	SLO #1 contains a description of material addressed in the pre-requisite for this course. It should also update the level of skill (according to Bloom's Taxonomy) needed to be both an introductory course but also a course that teaches higher level skills needed for entry-level.	This updates the SLO so assistive device training is not redundant but built upon.	2021
Outcome Language	Since the current Outcome #2 will be separated into Outcome #2 and Outcome #3, there should be an additional learning outcome regarding patient management skills in another population addressed in this course.	By adding this outcome, it allows for an opportunity to appropriate assess competence in an ever-growing specialized population.	2021
Outcome Language	The current Outcome #2 contains two different skills to be assessed in one outcome. This should be separated into two learning	To make it easier to assess wound management skills in ways that may differ from the assessment of skills related to pulmonary hygiene.	2021

	outcomes (i.e. now it would become Outcome #2 and Outcome #3). The Bloom's Taxonomy verbs should be upgraded to reflect student learning.	This also updates the level of skill (according to Bloom's Taxonomy) needed to be both an introductory course but also a course that teaches higher level skills needed for entry-level.	
Outcome Language	There are two different skills addressed in this outcome. It would be appropriate to separate this outcome into two different ones (i.e. outcome #2 and outcome #3). Also, the Bloom's Taxonomy verbs should be upgraded to reflect the level of learning.	To make it easier to assess pulmonary hygiene skills in ways that may differ from the assessment of wound management skills. This also updates the level of skill (according to Bloom's Taxonomy) needed to be both an introductory course but also a course that teaches higher level skills needed for entry-level.	2021
Assessment Tool	Since an additional student learning outcome is to be added, possible assessment tools will need to be added as well. More than one possible assessment tool allows for a more holistic view of student learning.	This offers more opportunity for evaluation of student learning to see if objectives, and therefore outcomes, are met.	2021
Assessment Tool	Change the standard of success to reflect that 80% of students	Students must pass all elements of the skill(s) to pass the	2021

	will pass the lab practical exam on their first attempt.	class. However, assessment should be based on their first attempt so it is more useful in reviewing students' performance in a healthcare environment in which safety and competence prevent injury.	
Assessment Tool	Discuss revising the rubric so that both the demonstrated practical skill (orthotics, wound management or measuring muscle performance) and the common skills (professional communication, environment and safety) are scored separately.	This will allow us to see the details of rubric and identify areas that may need improvement. For example, it currently is not possible to tell if, overall, students need help with communication more than the environment or safety.	2021
Assessment Tool	Again, there should be opportunity for a more holistic view of student learning by adding possible assessment tools.	This offers more opportunity for evaluation of student learning to see if objectives, and therefore outcomes, are met.	2021
Assessment Tool	As stated for Outcome #1, there should be a more holistic view of assessing student learning by adding additional possible assessment tools.	This offers more opportunity for evaluation of student learning to see if objectives, and therefore outcomes, are met.	2021
Assessment Tool	It is appropriate to include other possible ways of assessment to	This offers more opportunity for evaluation of student learning to	2021

	ensure a more holistic view of learning.	see if objectives, and therefore outcomes, are met.	
Objectives	The objectives should reflect the current material covered in the course and not material covered in the pre-requisite course. The Bloom's Taxonomy verbs should also be upgraded.	This updates the SLO so assistive device training is not redundant but built upon. This also updates the level of skill (according to Bloom's Taxonomy) needed to be both an introductory course but also a course that teaches higher level skills needed for entry-level.	2021
Objectives	With an additional Outcome, more specific objectives can be set to reflect current practice in managing patients with cancer.	By adding this outcome and specifying objectives, it allows for an opportunity to appropriate assess competence in an ever-growing specialized population.	2021
Objectives	As the current Outcome #2 becomes two separate outcomes, Outcome #2 and Outcome #3, the objectives should be changed to reflect this. The objectives could be more specific to current practices. Again, the Bloom's Taxonomy verbs should be upgraded	To make it easier to assess this set of skills in ways that may differ from the assessment of skills related to pulmonary hygiene. This also updates the level of skill (according to Bloom's Taxonomy) needed to be both an introductory course but also a course that teaches higher	2021

	to reflect student learning.	level skills needed for entry-level.	
Objectives	As the current Outcome #2 is separated into the new Outcome #2 and Outcome #3, the objectives should reflect the change and can be more specific to current techniques. The Bloom's Taxonomy verbs should also be upgraded to reflect the current level of learning.	To make it easier to assess pulmonary hygiene skills in ways that may differ from the assessment of skills related to wound management. This also updates the level of skill (according to Bloom's Taxonomy) needed to be both an introductory course but also a course that teaches higher level skills needed for entry-level.	2021
1st Day Handout	It is appropriate to update the course description to reflect the material currently included within the course. As stated above, the measurement of muscle performance is not directly addressed in this course. In addition, assistive device fit and training is addressed in the pre-requisite for this course.	As stated above, the measurement of muscle performance is not directly addressed in this course. In addition, assistive device fit and training is addressed in the pre-requisite for this course.	2021
Other: standard of success	Change standard of success to reflect scores on the first attempt of the lab practical examination.	Students must pass all elements of the skill(s) to pass the class. However, assessment should be based on their	2021

		first attempt so it is more useful in reviewing students' performance in a healthcare environment in which safety and competence prevent injury.	
Other: assessment process	Measure and assess each of the outcomes and the common skills individually.	Measuring and assessing each of the outcomes and common skills individually will give a more accurate picture of students' level of knowledge in the course.	2021

5. Is there anything that you would like to mention that was not already captured?

6.

III. Attached Files

[Student Scores for Assessment Tool 2018](#)

[Rubric for Final Practical Exam PTA 160](#)

[Student Scores for Assessment Tool 2019](#)

[Student Scores for Assessment Tool 2021](#)

Faculty/Preparer: Ashley Bernstein **Date:** 07/19/2021

Department Chair: Kristina Sprague **Date:** 07/22/2021

Dean: Valerie Greaves **Date:** 07/26/2021

Assessment Committee Chair: Shawn Deron **Date:** 12/02/2021