Program Review - Physical Therapy Assistant

Prepared by: Jonna Schengel

What are the strengths of your area?: The Physical Therapist Assistant program has several strengths:
1. Average a 98.3% student success rate across the 15 courses in the curriculum
2. Graduation rate is 96% in 2012, 2013; 95% in 2014.
3. Pass rate on national licensing examination, 96% for class of 2012; 100% for class of 2013.
4. High employment rate of graduates- approximately 90% of graduates have jobs. 100% have been offered employment.
5. All PTA Faculty have completed SLO assessments for 2013-2014.
6. All Program level outcomes were met in 2013-2014.
7. Obtained full accreditation from Commission on Physical Therapy Education (CAPTE).
8. Obtained and maintain clinical contracts with 54 Physical Therapy sites.
9. Utilized and trained 250 different PT/PTAs across the Central California region as onsite clinical instructors.
10. Strong and vibrant relationship with PTA Advisory Board which meets two times per year to ensure that industry standards are met.

What improvements are needed?:
1. FTE ratio of full time to adjunct is low at 48%. The program utilizes adjunct instructors for several of core courses.
2. Course surveys of PTA 130 were below our program thresholds in regard to lab space availability. PTA program shares lab space with other Allied Health programs and the Physical Education department. Often schedule changes have to be made to accommodate adjunct availability as lab space is not available.
3. Continue to purchase and replace equipment for skills lab. One hydroculator (hot pack machine) needs to be replaced as well as one treadmill. New electrical stimulation units are needed to meet student demand in skills lab.

Describe any external opportunities or challenges.
Commission on Physical Therapy Education (CAPTE) accreditation standards for programs and the Physical Education department. The rationale for this increase is that Program Director accreditation duties and ACCE (Academic Coordinator of Clinical Instruction) administrative duties are significant and do not allow enough time for emphasis on teaching, student success, student learning assessment. The increase in faculty will allow additional opportunity to ensure success of both individual student learning outcomes as well as overall program goals. By employing a third FTE in the PTA program, it would greatly improve our FTE ratio of full time faculty to adjunct.

Overall Outcome Achievement:
Program Level Outcomes (PLO) 100% were all met for 2013-2014; 96% graduation rate, 100% licensing pass rate; 90% employment rate; 100% safety skill checks. Each PTA course, 100% of SLO's were assessed at the end of each semester. Overall, the PTA faculty is pleased with the outcome of the assessments, but after analysis we have realized that deeper levels of critical thinking are needed in the classroom and lab setting. SLO's which require only recall are often meet at 100% but SLO's that require critical thinking are not as successful. Faculty have also reflected on level of test questions and feel that improving the level of critical thinking on tests, such as midterms and finals will improve overall critical thinking needed in this profession. Faculty noted that the third cohort are not as prepared for college level work as the first two cohorts and there is need to increase student success strategies in order to maintain high retention and graduation rates. Faculty implemented use of Early Alert and referral to Program Director to implement Student Success plans with any student falling below the 70% level.

Changes based on outcome: Based on this outcome achievement, faculty would like to engage in further training on how to teach and embed critical thinking activities into the classroom and lab setting. Training for faculty on test writing is also being explored through grant requests.

Outcome cycle evaluation: The cycle for the PTA program is every PLO and SLO outcome every year. The program faculty completed all assessments per the yearly schedule with all full time and adjunct faculty involvement at 100%. Each PTA course assesses each SLO every semester in which the course is offered. Program Level Outcomes were completed for 2013-2014. See Documents for PTA PLO 4 column report.

Action: Improve FTE to adjunct ratio
Increase percent of core PTA courses taught by full time faculty to 70%. With a new PTA full time faculty FTE would increase from 48% to 70%. Program Director will be assigned 100% administrative and accreditation duties.

Implementation Timeline: 2016 - 2017
Start Date: 06/01/2016
Completion Date: 01/15/2017
Status: New Action

Identify related course/program outcomes:
1. Students will pass the national physical therapist assistant licensure exam, after graduating from a CAPTE accredited program.
2. Adhere to professional behaviors set by the APTA’s Code of Ethics and Guideline for Conduct of the Physical Therapist Assistant. This includes maintaining...
Person(s) Responsible (Name and Position):
Jonna Schengel, PTA Program Director

Rationale (With supporting data):
1. The faculty growth template confirms that the PTA program has high student success rates (100% in 2011, 2012; 95% in 2013). Although we are a relatively small program with FTES at approximately 70 per year, we serve those students with only 48% of full time faculty. The efficiency of our program is low compared to other general education courses due to the external accreditation mandate, but relatively high compared to other similar health care programs such as Nursing. See attached Faculty Growth Template.

2. The CAPTE Criterion (8A) requires that two FTE be core faculty members dedicated to the expected program outcomes of student success.

Priority: High
Safety Issue: No
External Mandate: Yes

Mandate Explanation:
Commission on Physical Therapy Education (CAPTE) reviewed and revised the PTA criteria, it became clear that many programs staffed their programs on the requirements of CAPTE. The accreditation visits and self-study materials of programs with only two full time faculty members have consistently demonstrated that neither students nor the programs are served well in these situations. The level of administrative, accreditation, assessment and management activities of the director and the clinical coordination, supervision, assessment, contract management and development and training performed by the Academic Clinical Coordinator require significant time and intensive coordination to create and maintain a successful program. When these responsibilities are coming with a full and sometimes overload teaching schedule, the success of both the program and the students are at risk. This increase in the minimum required faculty will allow all faculty additional opportunities to insur the success of both individual student learning outcomes and the overall program goals.

See CAPTE Accreditation Criteria attached in the Document section (8A, pg. 30)

| Add Resource Request for Action |
|---------------------------------
| **Resource Description** | **Why is this resource required for this action?** | **Notes (optional)** | **Active** |
| Full time faculty tenure track to each core curriculum courses in PTA program. | Resource is required in order to meet institutional goals of student success and PTA program goals of CAPTE accreditation. | | Yes |

**Action:** Implement use of Electronic Medical Records(EMR) in PTA curriculum

80% of students in PTA 121 and PTA 140 will correctly use EMR in PTA documentation.

**Implementation Timeline:** 2014 - 2015
- **Start Date:** 08/18/2014
- **Completion Date:** 05/29/2015
- **Status:** New Action

**Identify related PTA 121:**
**course/program outcomes:** Students will be able to recognize the roles of the Physical Therapist and the Physical Therapist Assistant, and identify supervisory requirements necessary to implement the Physical Therapist Plan of Care (POC). Access and use EMR resources to implement the POC.

**PTA 140:**
Student will define the components of documentation, describe the importance of documentation and practice documentation techniques. Utilize EMR for daily SOAP note.

**Person(s) Responsible (Name and Position):**
Jonna Schengel, PTA Program Director

**Rationale (With supporting data):** Current standard of documentation in the hospital and outpatient setting requires that students have an introductory level of experience with electronic medical records. Institution of the Affordable Care Act of 2012 requires that health care facilities to use electronic medical records.

**Priority:** Medium
**Safety Issue:** No
**External Mandate:** No

| Add Resource Request for Action |
|---------------------------------
| **Resource Description** | **Why is this resource required for this action?** | **Notes (optional)** | **Active** |
### Add Resource Request for Action

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<tr>
<th>Resource Description</th>
<th>Why is this resource required for this action?</th>
<th>Notes (optional)</th>
<th>Active</th>
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<tr>
<td>No funds are being requested.</td>
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**Resource Type:** Technology

**Action:** Maintain high student success in skills labs

PTA program will seek funding through VTEA to purchase new equipment and replace broken equipment for skills lab, specifically a hydroculator (hot pack machine); electrical stimulation for muscle re-education, and a treadmill.

**Implementation Timeline:** 2014 - 2015

- **Start Date:** 01/12/2015
- **Completion Date:** 12/01/2015
- **Status:** New Action

The purchase of this equipment would support the following course outcomes:

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<th>Course/Program Outcomes</th>
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<td>PTA 130: 1. Demonstrate competency in application of all physical agents and modalities as determined by the Physical Therapist evaluation, short and long term goals and stated expected outcomes.</td>
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<tr>
<td>PTA 152: 5. Describe the continuum of cardiac rehabilitation, including exercise programming and patient progression through cardiac rehabilitation.</td>
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The equipment would also support the PTA program goal of:

- **Patient Safety** - students will perform all skill checks with 100% pass completion and pass rate on lab practicals.

**Person(s) Responsible (Name and Position):** Jonna Schengel, PTA Program Director

**Rationale (With supporting data):** Inventory and calibration of all PTA equipment is required for ongoing accreditation by CAPTE, criteria 8D4. This performed by the program director in July of each year. It was determined that the hydrculator and treadmill were both in non-working order. Feedback from PTA 130 faculty noted that more electrical stimulation units are needed in skills lab, to reduce the amount of time students have to wait for equipment to be available for practice.

**Priority:** High

**Safety Issue:** Yes

**External Mandate:** Yes

**Mandate Explanation:** CAPTE requires that lab equipment be in working condition and that sufficient lab equipment is available in all skills labs. See CAPTE Criteria 8D4: Equipment and materials are typical of those used in contemporary physical therapy practice, are sufficient in number and are in safe working order, and are available when needed.

See attached CAPTE Accreditation Criteria attached in Documents, 7D21 pg 27; 7D22, pg. 28; 8D4, pg. 32.