

**Physical Therapist Assistant
Program Review
2007 - 2008**

Section #1: Program Description and Scope

The Physical Therapist Assistant (PTA) program is an accredited, two year, associate degree, by admission, professional program. Students accepted into this program are eligible to earn an Associate in Science degree as well as complete the requirements necessary to sit for the National Physical Therapist Assistant Exam (NPTAE) upon graduation. Upon passing both the NPTAE and the California State Laws and Regulations Exam, students are awarded a license/certificate to practice as a Physical Therapist Assistant in the state. The program currently accepts 24 to 30 new students annually. The entire program curriculum is a 40.5 unit program that includes a 640 hour (12.5 units) clinical experience component. Students are required to complete a variety of clinical experiences including hospitals, rehabilitation agencies, private practices, skilled nursing facilities, and home health agencies. The Ohlone College PTA program is the only accredited PTA program in the San Francisco Bay Area and is one of only two PTA programs available in Northern California. Accreditation was determined by the Commission on Accreditation in Physical Therapy Education (CAPTE) of the American Physical Therapy Association (APTA). The PTA program's current accredited status is valid until 2016.

The program serves students, faculty, and the community in many aspects. Students in the PTA program are specifically interested in the physical therapy (PT) profession and have taken pre-requisite courses in preparation for admission to the program. The program serves the students by offering them a professional education at the community college level which is both exemplary and affordable. The student to faculty ratio is 1:16 or less. Upon acceptance into the PTA program, students enroll in courses directly associated with the practice and procedures of the physical therapy profession. PTA's are licensed to work directly with patients in a variety of health care settings and to administer the Plan of Care that is established by the PT. As the only program in the SF Bay Area, this program is the main employment source for hospitals, physical therapy clinics, skilled nursing facilities, and other facilities that employ Physical Therapist Assistants in the area.

The program is able to serve the community through the clinical partnerships the program has established within the medical community throughout northern California, in addition to supplying quality graduates into the community for employment. Also of note, the PTA Program Director has established ties within the community to facilitate both learning and service. Currently, the PTA program students have observational privileges at the Hayward Plunge and at the Whiteford School in Newark where both pediatric and geriatric therapeutic classes are taught. In addition, the students will be providing Blood Pressure Screens and Balance Screens for seniors at the Silliman Center during the 10th Annual Health and Resource Faire for Seniors. This event is hosted by the City of Newark Senior Center.

The program serves faculty by employing two fulltime faculty members. Program accreditation requires two fulltime faculty members, a Program Director, Sheryl Einfalt, MPT, and an Academic Coordinator of Clinical Education (ACCE), Carol Morodomi, MPT, to administer the program. The professional skills of these 2 faculty members who possess over 30 years of experience between them, serves to enhance the quality of life for the community, other faculty and staff as well as the students at Ohlone College. The adjunct faculty instructing in this program are also outstanding professionals in the physical therapy profession. It is through their sharing of their years of knowledge and experience, that the PTA students are exposed to both current and historic trends and approaches in physical therapy. And as a result of the quality of the education that the students in the program are receiving, clinical sites such as Stanford Hospital have called seeking to establish clinical affiliations with the Ohlone College PTA Program. The partnerships that the program has established with the medical community for clinical experiences has grown 200% since 2005, allowing the program to have a larger presence in the community and the ability to better support clinical education. The growth of our clinical partnerships within the community has positively impacted the program's ability to expand clinical relationships and experiences for our students. In fact, several of the program's graduates now serve as Clinical Instructors (CI's) for the current classes of students. By serving as mentors to future graduates, the CI's that are themselves past graduates of the Ohlone PTA program, provide motivation for success as well as serve as professional role models for the current students in the program.

The program addresses current needs within the PT profession by supplying quality graduates into the community. Due to large shortage of PTA's nationally, in addition to the PTA profession being one of the top ten growing professions according to Business Week, the program is contributing to the current market's professional needs. The PTA program utilizes current technology within the program curriculum by two methods. The faculty has adopted multi-media tools to enhance academic learning, in addition to having current clinical technology as part of the laboratory learning, such as low level laser technology. The program utilizes Blackboard/WebCT for both theory and clinical education.

The PTA program is one of three, two year, AS degree programs in the Health Sciences division offered at the new Newark Health Sciences and Technology campus. After a year long self study process, the program faculty successfully achieved re-accreditation of the PTA program by CAPTE for a 10 year term. Receiving a 10 year program accreditation is a positive achievement for the PTA program and the college. Accreditation is a requirement for all PT and PTA programs nationally.

Section #2: Relationship to Ohlone College Mission and Goals

The Physical Therapist Assistant program strives to support the Ohlone College mission and goals. Specifically, goals #1, 2, 3, 5, and 6 are supported as follows:

Goal 1: To promote appreciation for the understanding of diverse races and cultures by expanding the diversity of college personnel, international education offerings and exchanges, cross-cultural curricula, and ethnic/cultural events.

The PTA program promotes and supports diverse races and cultures. Our student population is multi-cultural and diverse. The program also has clinical partnerships within the community that include diverse races and cultures in both the areas of clinical instructors and clinical facilities.

Goal 2: Develop across the curriculum the Learning College Model, utilizing methods and technologies that hold the most promise for improving student course and program completion success rates.

The PTA program is a by admission only program. Pre-requisite coursework is required prior to admission. Previous student success in pre-requisite coursework determines the first step to student program completion success. Once admitted into the PTA program, each individual student is supported by the program faculty to achieve his or her goal of becoming a licensed PTA. The program curriculum is sequenced from basic to advanced courses and the didactic learning includes both lecture and laboratory components with individualized skills “check-offs”. The clinical education experience is provided in the second semester of the first year and each semester thereafter. The clinical education component of the program is delivered after clinical lab methods and technologies have been taught on campus. By successfully completing the lab components on campus prior to clinical practicum education, the students’ success and safety out in the clinic is virtually assured.

The PTA program faculty take great pride in the fact that the graduating class of 2007 had a 100% first time test takers pass rate on the National Physical Therapist Assistant Exam, which verifies program success across the curriculum.

Goal 3: Develop strategies to increase the proportion of full-time students including learning communities, cohort groups, enhanced facilities and improved course availability.

Ohlone College provides services to students to facilitate progress toward academic, career, personal and social goals. Student Services staff are committed to each student’s success and growth as a person. Student Services coordinates with all areas of the campus to provide a college experience that is meaningful for all students. On pages 23 – 30, the College Catalog 2008-2009 describes the student services that are available at the college. Among the services that are available to assist in the retention of students are Counseling, Disabled Students Programs and Services (DSPS), Extended Opportunity Programs and Services (EOPS), Cooperative Agencies Resources for Educational Programs (CARE), Cal WORKS Program, Financial Aid, Student Health Center and Mental Health Counseling. Additionally, the college provides extensive tutorial services through the Reading & Writing and Biology Labs. PTA students have access to all of these services.

PTA Program Director and ACCE review students' progress at least twice each semester and make referrals to on-campus services. Students in jeopardy of failure receive a written plan for success from PTA faculty that outlines student-learning issues and a plan for remediation

The Physical Therapist Assistant program accepts 24-30 full-time students each fall semester as a new cohort group. Even though the majority of students are full-time, extenuating personal and medical circumstances may interrupt matriculation through this intense two year course of study. Due to the structure of courses in the program, this student may now either re-enter the program or complete the program on a part-time basis. The investment that the college has made in each student, as well as the student's future contributions to the PT profession will not be lost. In the graduating class of 2010, there are projected to be 4 such students.

The implemented PTA curriculum plan utilizes appropriate instructional methodology. The PTA curriculum plan uses a multimedia method of presentation and provides for interactive learning situations.

Currently the PTA program curriculum plan utilizes a variety of instructional methodologies that promote both individual and group learning. The methods employed are based on the current philosophy of the curriculum plan, the students' needs, the defined course outcomes and course content. The methodologies employed include but are not limited to:

- PowerPoint presentations
- Lecture
- Laboratory
- On-line class
- Live demonstrations by clinical experts
- One on one
- Hands on
- Group discussion
- Patient simulation
- Role playing
- Case history reviews
- Clinical education
- Video taping
- CD ROM
- DVD
- Extra curricular field trips (The Universe Within)
- Games (Jeopardy and Who Wants to be a PTA?)
- Anatomical models

Goal 5: Promote the health, environmental, cultural and economic vitality of the communities served by the District through programs of outreach, community service and partnership ventures.

The PTA program clinical practicum education promotes economic vitality to the community by providing community education and service. In addition to our clinical partners in medical facilities throughout the Bay Area providing invaluable clinical education experience to the PTA students, the students also contribute significantly by providing physical therapy services to the facilities' patients as they perfect their clinical skills. The total number of hours that are spent in these clinical experiences totals 640 for each student. As previously mentioned, the PTA students and the Program Director, Sheryl Einfalt, will be performing community service at the upcoming 10th Annual Health and Resource Faire for Seniors sponsored by the City of Newark by conducting blood pressure and balance screens for the approximately 600 seniors that are expected to attend.

Goal 6: Promote and maintain a clean, safe and healthy college environment through continuous engagement of students and college personnel in campus preparedness, wellness, beautification and environmental sustainability.

The PTA program promotes student's general health and wellness along with environmental sustainability. The program promotes a clean, safe and healthy environment by the instruction and enforcement of Universal Precautions. Students are taught to wash their hands and to spray down treatment tables before and after lab sessions. They are counseled to use their good judgment as to whether their general health will be conducive to their fellow students and faculty's health, and if it is judged that they are not well then they are to remain at home so as not to spread contaminants. The PTA program faculty emphasizes life balance to the students. They are taught to clean up after themselves and to leave the classroom environment better than they found it. Through the location of the program at the new Newark Center for Health Sciences and Technology, the whole environment where the majority of program learning takes place is instrumental in promoting a green outlook on work and life.

The program also provides a few online courses to reduce travel and commuting. A lot of communication between the students, faculty and staff occurs online via email and the web. Although the program is not able to go 100% paperless, we do provide the majority of classroom documents online to the students to encourage environmental sustainability.

The mission and philosophy of the PTA program are consistent with the mission and philosophy of Ohlone College.

The Physical Therapist Assistant program mission, philosophical and program goals are consistent with the mission statement for the College. These are included in the PTA Student Handbook and are reviewed with students in their first orientation session in the program. They are as follows:

Mission Statement of the PTA Program

The faculty and Advisory Board to the PTA program support Ohlone College's mission, goals, and objectives. The primary mission of the PTA program is to offer an Associate Degree Program, which qualifies graduates for a career as a physical therapist assistant. This mission includes facilitating the achievement of educational goals implicit for the profession of Physical Therapy as part of a life long mastery of physical, social, and intellectual actualization.

The program has, in addition, assumed a secondary mission to contribute to the advancement of associate degree PTA education by exploring and demonstrating new practices in teaching and curriculum which prepare graduates for new and expanding roles yet to be defined in the dramatically changing health care delivery system.

PTA Program Philosophical Statement

Physical Therapy is a health profession dedicated to the improvement of the quality of life by maximizing the patient's functional performance. Physical Therapist Assistants are integral members of the health team who work in close association with Physical Therapists to implement individualized plans of care for clients across the life span experiencing simple to complex levels of dysfunction. The program faculty believes that to be effective in this role students must experience a curriculum that is built on a strong liberal arts and scientific base. It is further believed that a comprehensive, integrated educational approach, using a student focused approach, will develop physical therapist assistant graduates who exhibit skills, knowledge, and values required by the profession of physical therapy. The curriculum is designed to achieve this, and is enhanced by clinical and educational faculty who serve as role models as the student moves from novice to competent levels of practice.

The goals and objectives of the physical therapist assistant program support the program's mission and philosophy and are consistent with the mission and philosophy of Ohlone College.

PTA Program Core Values

- Encourage life long learning opportunities for the PTA students.
- Seek inclusiveness and diversity in every aspect of the program.
- Promote professional behavior by valuing trust, respect and integrity.
- Promote teamwork and open communication as integral to the role of the PTA.
- Practice and encourage innovation and openness to divergent views.
- Explore and demonstrate new technologies related to teaching in the classroom and in clinical education.
- Prepare graduates for new and expanding roles in a changing healthcare delivery system.
- Adhere to the regulatory rules that govern our profession.

PTA Program Goals

Through adherence to program core values we will provide a comprehensive and forward looking curriculum that mirrors the current standards of practice in physical therapy. Graduates

will be able to:

1. practice in a variety of settings that serve diverse patient populations.
2. practice within the laws and regulations of California and the ethical tenets of the American Physical Therapy Association.
3. apply evidence based knowledge, skills, and demeanor that engender comprehensive assistance to the patient and the supervising physical therapist so that treatment goals may be reached effectively and expeditiously.
4. self evaluate learning needs to advance in the profession and improve skills for providing patient care..
5. communicate effectively (oral, written, and non-verbal communication skills) with patients, colleagues, and other members of the health care team.

The program mission statement, philosophy, and goals were developed using the mission statement of the college, input from the Advisory Board, and by reviewing mission statements for other like and similar health sciences programs. The Faculty Senate and the PTA Advisory Board have approved the program mission and goals. The College Curriculum and Program Approval Committee (CAPAC) has reviewed and approved the curriculum and required courses in the major. Program approval by California Community College Chancellor's Office was awarded on May 15, 1998.

Program policies and procedures are consistent with those of Ohlone College.

To assure that the PTA program is meeting the mission and goals of Ohlone College, it, like all programs in the college, is required every three years to participate in the Program Review Process. The PTA program has developed instruments to systematically assess outcomes as viewed by students, employers, faculty, clinical sites, and graduates. The PTA Program Director is currently using the previously developed instruments and methods to collect the requisite demographic data. Examples of documents providing evidence that the program policies and procedures are consistent with institutional policies and procedures are as follows: PTA Student Handbook 2007-2008, the Faculty Handbook 2007-2008, and the Clinical Education Manual, and the Ohlone College Catalog 2007-2008.

The College Curriculum Committee (CAPAC) has approved all PTA course outlines, which include goals and objectives, content outlines, course outcomes, grading, support materials, and texts. The counselors have reviewed general education courses and other academic requirements to assure those graduation criteria are addressed. The policies and regulations used to develop the Physical Therapist Assistant program were developed using college-wide policies and regulations as the framework. Additionally, we consulted with other APTA accredited programs in California.

Ohlone College is a member of the Northern California Clinical Education Consortium (NCCEC). This group has set standards and established policies for communication between clinical sites and the program, as well as establishing common mailing dates for clinical placement requests, implementation of the use of the Clinical Performance Instrument to evaluate students, and evaluation of clinical education facilities and staff. This group includes not only the ACCE's from accredited PT and PTA programs in the region, but also selected CCCE's from facilities in the region. The NCCEC meets at least four times a year, with additional meetings scheduled as needed. Ohlone College just hosted the September 2008 meeting of this group.

Section #3: Program Student Learning Outcomes

The assessment of learning outcomes is now required by WASC and therefore each of the PTA course syllabi include a list of objectives. The individual course instructor is expected to teach his/her course with the goal that each student will be able to meet those objectives. Student learning outcomes for the PTA program determine the students' ability to successfully complete and graduate from the program. Students must be able to demonstrate a combination of academic clinical knowledge and effective communication skills verbally, non-verbally, and in written formats for patient care. Communication skills along with professional behavior are important skills/characteristics for the PTA students.

PTA Program Student Learning Outcomes:

1. The Ohlone College Physical Therapist Assistant graduate will:
 - a. demonstrate mastery of cognitive learning in physical therapy care by successfully passing the licensure exam accepted by the California Board of Physical Therapy (National Physical Therapist Assistant Exam – NPTAE) and qualifies for licensure as a Physical Therapist Assistant within one year of graduation.
 - b. demonstrate mastery of cognitive learning in physical therapy by successfully passing the California Laws and Regulations Exam with scores that are equal to or succeed the national average.
2. The Ohlone College Physical Therapist Assistant graduate will:
 - a. demonstrate mastery of psychomotor learning in physical therapy care as evidenced by successful completion of comprehensive laboratory practical examinations (PTA Skills Check-off Manual) and demonstration of safe and knowledgeable clinical practice in the local community.
 - b. demonstrate mastery of psychomotor learning in physical therapy care as evidenced by positive employer feedback on evaluation instruments.
 - c. demonstrate mastery of psychomotor learning in physical therapy care as evidenced by positive feedback from program graduates themselves at least one year post graduation.
3. The Ohlone college Physical Therapist Assistant graduate will:
 - a. demonstrate mastery of the affective learning domain as evidenced by appropriate display of professional behaviors while engaging in clinical patient care settings.
 - b. demonstrate mastery of the affective learning domain as evidenced by positive ratings of professional behavior on the Clinical Performance Instrument Assessment Tool (CPI), a national evaluative tool established by the American Physical Therapy Association (APTA).

4. The Ohlone College Physical Therapist Assistant graduate will demonstrate the cognitive, psychomotor and affective skills necessary to assist the physical therapist (PT) in caring out the Plan of Care established by the PT in the treatment and management of patients with rehabilitation needs and diagnoses that require physical therapy intervention. The graduate PTA will be able to demonstrate appropriate critical thinking skills, time management skills, interpersonal communication skills, and technical skills necessary to provide competent physical therapy care in multidisciplinary care settings. She/he will be committed to promoting appreciation for, communication between, and understanding among people with different beliefs and backgrounds and demonstrate sensitivity to professional needs of all racial and ethnic groups. The graduate PTA will demonstrate respect for and protection of the ethical, legal and personal rights of the patients they treat and will promote disease prevention and wellness in their local work settings and the communities in which they live and work.

Section #4: Assessment of Student Success in Reaching Program Outcomes

Summary of Methods of Assessing Student Learning Outcomes:

1. Midterm and Final Exams in both theory and laboratory class work. Testing is performed utilizing case studies, skill demonstration, short answer, multiple choice, essay, matching, and true/false questions.
2. Successfully completing the Laboratory Skills Check-off Manual prior to clinical placement.
3. Successful completion of clinical learning experiences is assessed by clinical site visits and completion of the PTA Clinical Performance Instrument Assessment Tool (Clinical Competency).
4. Successfully passing the NPTAE Board Examination and California Laws and Regulations Exam.

The Ohlone College Physical Therapist Assistant graduating class of 2007 had a 100% pass rate for first time test takers on the NPTAE and the California Laws and Regulations Exam.

Section #5: Assessment of the Program through the Review of the Teaching Learning Process.

Courses are continuously reviewed by each instructor and program faculty. Course review consists of both course content and course sequence within the program curriculum. As updates occur in treatment technology and methods, course content will be reviewed and updated based upon student learning outcomes.

Teaching methods and techniques will be analyzed in order to provide the students with the most comprehensive learning process. Guest lecturers in specialty areas of practice are often

invited to provide the students with additional information to enhance the teaching learning process.

Feedback from our clinical partners is gathered bi-annually to further enhance the clinical preparedness of the students.

Graduation, NPTAE board exam results, and employment data is gathered annually and assessed to evaluate program success.

A schematic of the PTA program clinical and didactic relationships is presented below:

Area	Method	Time Frame	Person(s) Responsible
Philosophy & Goals	Review & Revise Philosophy & Goals	Annual Curriculum Retreat & Spring Advisory Board meeting	All PTA Faculty Advisory Board Division Dean
Level Objectives	Review & Revise Level Objectives	Annual Curriculum Retreat	All PTA Faculty Advisory Board
Program Objectives	See Program Outcome Evaluation Plan		
Lab & Courses	Student Evaluation of Classroom Teaching Effectiveness	Each course/each Semester	Students with Faculty Review
I. Student Evaluation of			
A. Theory Course Materials & Teaching Effectiveness	ACCE Student Evaluation Form	Each Clinical course/each Semester	Students with ACCE review
B. Clinical Facilities & Clinical Instructor	Student Evaluation of Experience at Clinical Facility		
II. Faculty Review	Peer Review, Self-Evaluation, Administration Evaluation	Every 3 years and annually if non-tenured (Ohlone College policy)	FT Faculty & Adjunct Faculty
III. Clinical Staff Evaluation of Clinical Instructor	Facility Specific Performance Evaluations	Annually	Clinical Faculty with ACCE review as needed
Committees			
I. Curriculum	Evaluation of Goals	Annually	Program Director/ACCE
II. Admission & Promotion	Evaluation of Goals	Annually	Program

III. Scholarship IV. Educational Resources V. Budget	Evaluation of Goals Evaluation of Goals Evaluation of Goals	Annually Annually Annually	Director/ACCE Program Director/ACCE Program Director/ACCE Program
Accreditation	APTA Candidacy Self Study Report Re-Accreditation Self Study Report Re-Accreditation Self Study Report	1999 2006 2011	PTA Faculty & Division Dean
Overall Program Evaluation	Review Collected Data	Annual Curriculum Retreat and Fall Advisory Board meetings	PTA Faculty & Division Dean

Based upon the above program assessment methods, the program has recently adopted a 5 semester PTA program curriculum and a 3 semester clinical curriculum including a rearrangement in the course sequencing. These updates have been approved and are supported by the CAPTE accreditation board.

Section #6: Assessment of Program Improvement Since Previous Program Review

The PTA program has not had a prior program review and therefore no discussion will be offered here.

Section #7: Describe Review and Dissemination Team Involvement

The PTA program has an established Advisory Board that consists of 15 members. The Advisory Board members are clinicians, business owners/managers, City of Newark employees, instructors, program student representative and faculty. The advisory board meets bi-annually to discuss program changes, updates, or needs.

The members of the Review and Dissemination team have participated in each of the evaluative systems (as appropriate based on their individual roles related to the program, i.e. Advisory Board member, faculty and students) cited in this document. These members have each had the opportunity to review the contents of the document and provide comments at this time.