Ohlone College
Program Review Report

Program Description and Scope:
1. Program Review Title: Physical Therapist Assistant
2. Academic year: 2011/2012
3. Review Type: Instructional Disciplines
4. Program/Departments: Physical Therapist Assistant (12002)
5. Authority Code: 43-Dean, Health & Environmental Sciences
6. External Regulations: Yes X No

Describe:
CAPTE - the accrediting arm of the APTA

7. Provide a brief narrative that describes the instructional program/discipline.

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 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.

8. Describe how the program specifically serves students, faculty and staff.

The program serves students, faculty and staff 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. Faculty and staff benefit from having the PTA Program at Ohlone by receiving PT treatments from the PTA faculty.

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.

9. Describe how the program addresses current needs and applies current technologies.

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.

10. Discuss the impact of the program on the college and/or other programs.

The impact of the PTA Program on the college lies in the benefit the college receives from the excellent reputation for physical therapy education. The PTA Program graduates have posted a 5 year in a row 100% pass rate on the National Physical Therapist Assistant Exam since 2007. As one of 2 other outstanding health science programs at Ohlone, Nursing and Respiratory Therapy, the PTA Program is the most recently established and accredited health science program, and this also contributes to the college's reputation.
The benefit to other programs is derived from the undergraduate courses that are pre-requisite to entry into the health science courses. In addition, faculty within the different health science programs instruct in each other’s programs. For example, the PTA Program Director lectures in the RT Program and the RT Program Director lectures in the PT Program. In this way, a truly interdisciplinary health team is modeled for the students.

11. Discuss the impact of the program on the community and the impact of the community on the program.

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 Silliman Center 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 Annual Health and Resource Faire for Seniors. This event is hosted by the City of Newark Senior Center.

• College Mission

1. Core Values, Goals & Objectives:

College Core Values

• We promote diversity and inclusiveness.
• We maintain high standards in our constant pursuit of excellence.
• We value trust, respect and integrity.
• We promote team work and open communication.
• We practice innovation and actively encourage risk-taking and entrepreneurship.
• We demonstrate stewardship for our human, financial, physical and environmental resources.

College Goals/Objectives

1. Through innovative programs and services, improve student learning and achievement.
   1. By 2013, complete an assessment of student learning outcomes for all courses and programs.
   2. By spring 2013, increase the college average course retention to a rate at or above the statewide average.
   7. By spring 2013, increase to 500 the number of students receiving associate degrees.

2. Support the economic vitality of the community through educational programs and services that respond to identified employment needs.
1. By 2011, produce a local strategic plan for Career Technical Education to include an inventory and assessment of our current programs, environmental scan data, a SWOT analysis, and a five-year set of goals, objectives and action plans.

2. Within the context of the CTE Strategic Plan, by 2012, identify needs of local employers and create responses through our existing programs, contract education, and new program development.

3. By 2013 create a curriculum which enhances the availability of programs that focus on emerging industries including green technologies and those identified by the Alameda County Workforce Investment Board and Department of Labor’s high growth, high demand job training initiative.

4. By 2013 provide opportunities across the curriculum for students to acquire key skill sets and concepts that will help them succeed in the workplace.

4. Use human, fiscal, technological, and physical resources responsibly, effectively, and efficiently to maximize student learning and achievement.

2. Briefly describe how the program supports the college mission, vision and one or more of the college values.

Offering instruction for career entry into physical therapy as a licensed PTA.

3. Briefly describe how the program supports the selected college goals.

All program faculty strive to embrace the green technology and culture at Ohlone College while meeting the college and program goal of training and educating future physical therapist assistants. These PTA's will seek employment in the community and will serve to assist the community with their rehabilitation needs. The PTA Program graduates have a 5 year in a row 100% pass rate on the National Physical Therapist Exam!

4. Briefly describe how the program supports the selected college objectives.

By spending inordinate amounts of time filling out this curricunet module which is redundant to the Annual Accreditation Report which the program completes for CAPTE accreditation requirements annually. The current AAR is attached at the end of this report.

- Program SLOs & Assessment

1. Program SLO -

   Practice within the laws and regulations of California and the ethical tenets of the American Physical Therapy Association.
a. Indicate program assessment strategies used.
   i. Other

   All PTA Program courses with labs (PTA 101, PTA 103, PTA 104, PTA 105A, PTA 105B, PTA 108, PTA 109, PTA 110, PTA 111, PTA 119) have laboratory exams that will test for knowledge of PT laws and regulations.

   The ultimate measure of success is passing the National Physical Therapist Assistant Exam (NPTAE) and the California State Board of Physical Therapy Laws and Regulations Exam.

b. Describe the criteria and standards used to appraise student work.

   Criteria and standards that are used are dictated by the California State Board of Physical Therapy and the American Physical Therapy Association.

c. Enter assessment results and analyze student success in achieving this program SLO.

   For the past 5 years, all graduates of the PTA Program (100%) have passed the NPTAE on their first attempt.

d. Describe revisions in curriculum or teaching strategies implemented to promote student success.

   Over the past 8 years, there have been numerous changes in the program curriculum to promote student success. As an example, PTA 110-Neurology was moved from the 4th semester to the third semester to bring this knowledge onboard sooner. This allows the student to achieve improved patient outcomes when working with neurologically involved patients in their clinicals. In addition, the clinical portion of the program was completely revamped. Students now complete 3 full-time clinical placements, including two 5 week clinicals and one 6 week practicum for a total of 640 hours of clinical work experience in the program.

e. Future Action (Improvements)
   Maintain current student learning plan

2. Program SLO -

Apply evidence based knowledge, skills, and demeanor that engender comprehensive assistance to the patient and a supervising physical therapist so that treatment goals may be reached effectively and expeditiously.

a. Indicate program assessment strategies used.
   i. Capstone course
   ii. Performance Assessment
   iii. Skills Assessment
   iv. Vendor or Industry certification examination
b. Describe the criteria and standards used to appraise student work.

Students are clinically assessed through the use of the Clinical Performance Instrument (CPI) which was developed by the APTA.

c. Enter assessment results and analyze student success in achieving this program SLO.

Students are successful in completing all areas of the tool. In the past, Clinical Instructors (CI's) pointed out the need for further practice of documentation skills by the students.

d. Describe revisions in curriculum or teaching strategies implemented to promote student success.

After CI's requested more emphasis of documentation skills, several courses in the curriculum added more practice sets for documentation. Specifically, PTA 103, PTA 104, PTA 105A, PTA 105B, PTA 108 and PTA 109 had documentation exercises added to them. In addition, beginning in the spring semester 2012, the CPI will be moving to an online document.

e. Future Action (Improvements)

Maintain current student learning plan

3. Program SLO -

Effectively communicate with patients, colleagues, and other members of the health care team using oral, written, and non-verbal communication skills.

a. Indicate program assessment strategies used.
   i. Skills Assessment
   ii. Performance Assessment
   iii. Other

Students are clinically evaluated using a combination of laboratory examinations and successful completion of the Clinical Performance Instrument (CPI). In the classroom/lab students are videotaped performing various patient scenarios. Passing of the clinical experience is determined by the CPI.

b. Describe the criteria and standards used to appraise student work.

The CPI was developed by the APTA and all of its criteria are driven by the accrediting body of the APTA which is CAPTE. A sample CPI is attached at the end of this report.

c. Enter assessment results and analyze student success in achieving this program SLO.

Overall, students are performing above expectations in this objective. The
program has a very good reputation in the community for the quality of student that it is producing on all levels. One area of challenge in communication has been assisting students who have previously worked as PT aides in transitioning to their role as a PTA. The change requires more assertiveness and the ability to give direction to staff and PT Aides.

d. Describe revisions in curriculum or teaching strategies implemented to promote student success.

Students who require individual counseling or instruction in more effective communication techniques are tutored by the ACCE or CI while they are out on clinicals. Other instructors may also encourage and provide opportunities to practice new strategies for patient and co-worker communications in the laboratory setting.

e. Future Action (Improvements)
   Maintain current student learning plan

4. Program SLO -

Self-evaluate learning needs to advance in the profession and improve skills for providing patient care.

a. Indicate program assessment strategies used.
   i. Performance Assessment
   ii. Skills Assessment
b. Describe the criteria and standards used to appraise student work.

The student will self-evaluate as part of the CPI. The CI will evaluate the student using the CPI. Then the ACCE meets with both the student and the CI to determine future learning needs to advance in the profession and improve skills for providing patient care.

c. Enter assessment results and analyze student success in achieving this program SLO.

Most students are good self-evaluators. A few of the students who are more introverted personalities may have difficulty with this initially due to a lack of self-confidence. Other students may lack the ability to accurately self-evaluate and may tend to overrate their abilities. This exercise of co-evaluation between the student, the CI and the ACCE helps teach the students how to accurately self-evaluate their skills.

d. Describe revisions in curriculum or teaching strategies implemented to promote student success.

The Clinical Instructors (CI's) are gradually being trained and certified by the APTA to be more effective mentors to the students in the clinic. This training includes all aspects of clinical training including working with
students on self-evaluation skills.

e. Future Action (Improvements)
   Maintain current student learning plan

5. Program SLO -

   Practice in a variety of settings that serve diverse patient populations.

   a. Indicate program assessment strategies used.
      i. Performance Assessment
      ii. Skills Assessment
   b. Describe the criteria and standards used to appraise student work.

      Clinical Performance Instrument (CPI) available through the American Physical Therapy Association (APTA) website.

   c. Enter assessment results and analyze student success in achieving this program SLO.

      Individual students results maintained in the CPI through the APTA. Student success rates in clinical courses is reflective of the final grades in PTA 301, PTA 302 and PTA 303. The PTA Program is required to submit an Annual Accreditation Report (AAR) to the accreditation department of the APTA (CAPTE) which also contains relevant data. An updated report will be attached annually.

   d. Describe revisions in curriculum or teaching strategies implemented to promote student success.

      No changes needed at this time.

   e. Future Action (Improvements)
      Maintain current student learning plan

   - SLO Matrix
   
   Key: I-Introduced, P-Practiced with Feedback, M-Demonstrated at the Mastery Level


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• **SLO Matrix Comments**

Please see the attached Curriculum Compliance Documentation Form 1 from the Self Study Report 2006.

• **Course SLO & Assessment**

  **PTA 105A Therapeutic Exercise I**
  1. Define and identify the various therapeutic exercises used for rehabilitation in a physical therapy setting.
  2. Define the parameters of exercise program design and explain the interrelationships that exist between them.
  3. Design a variety of therapeutic exercise protocols for orthopedic, neurologic, cardiovascular pediatric and geriatric patients.
  4. Demonstrate good patient/therapist communication skills, both written and verbal, via instructing mock patients on home exercise programs (HEP’s), in-patient/out-patient exercise protocols and considering the cultural/language variations in the patient population.
  5. Document physical therapy treatment results in SOAP (Subjective, Objective, Assessment and Plan) and grid format(s), and report any changes in patient status to the supervising physical therapist, using a case study.

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<th>Indicate planned course assessment strategies</th>
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<th>Describe the criteria and/or performance standards used to appraise student work.</th>
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In the previous Self-Study Report that was completed in 2006 for the PTA Program re-accreditation exercise, there is ample data and documentation to be found in both the Section 3 - Curriculum description and the Curriculum Compliance documentation grid. Both of these documents are attached.

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<th>Enter assessment results and analyze student success in achieving course SLOs.</th>
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Maintain current student learning plan
Student Achievement: A series of measures including course completion, course retention, persistence, program completion, and others.

1. List expected student achievement outcomes:

   The most recent Progress Report to CAPTE regarding the above requested info is attached.

2. Analyze changes in data, identify trends, and provide possible contextual explanations for each measure used. (Example measures include: course completion, course retention, persistence, program completion).

   Pass the NPTAE and the California Laws and Regulations Exams

3. Analyze program budget trends and expenditures. Comment on how the program can best use budget resources.

   Please see attached Annual Accreditation Report 2011 (AAR) for CAPTE.

4. Analyze the program's current use of staff, equipment, technology, facilities, and/or other resources. Comment on how the program can best use these resources.

   Please see attached AAR 2011.

5. Describe any additional notable program achievements (optional).

   5 years in a row 100% pass rate on the NPTAE!

6. Additional Program Table Data

7. Future Action

   Current levels of student achievement indicators maintained.

Program Analysis

Based on your assessments in the previous sections, focusing on SLOs and student/program achievements analyze and summarize your findings. This information will be used to develop your Program Improvement Objectives (PIOs).

1. Describe program achievements and successes.

   5 years in a row 100% pass rate on the NPTAE.
   Participated in the Newark Senior Health Faire 2011

2. Describe plans for improvements for student learning outcomes and/or student/program achievement.

   Increasing PTA 110 Neurology to a 2 semester course

Program Improvement Objectives:
1. **Objective:**

Develop a new course, PTA 110B, that will expand the Physical Therapist Assistant Program Neurology course curriculum to a full year (2 semesters) to compensate for the decreased classroom/lab instructional time that occurred when the college went to a 16 week semester.

a. **Action Plan**
   
   **Year 1:**
   
   1. Talk to faculty, PTA Advisory Board members and CAPTE to determine feasibility and unit values.
   2. Write the course and get it approved through Curriculum Committee.

   **Year 2:**

   Implement the course

   **Year 3:**

   Assess the course

b. **Staffing**
   
   **Year 1:**

   The 2 current adjunct instructor's would continue teaching PTA 110.

   **Year 2:**

   The 2 adjunct instructors would begin teaching the additional course. This would require salary moneys to be budgeted as well as scheduling of the classroom and lab.

   **Year 3:**

   The current 2 adjunct instructors would continue to teach the new course PTA 110B. This would necessitate salary money to be budgeted as well as scheduling of the classroom and lab.

c. **Equipment (Include items that fit under department budget codes)**
   
   **Year 2:**

   Purchase DVD's for classroom instruction.
Year 3:
Purchase DVD's for classroom instruction.

d. Facilities (Include items that fit under the Facilities budget codes)

Year 2:
Classroom access and PT Lab access

Year 3:
Classroom access and PT Lab access.

e. Assessment Plan: List Assessment Strategies

Year 1:
Initially, the student assessment would occur within the course and the laboratory. Successful completion of the Skills Checkoff Manual would also indicate student achievements within the course.

Year 2:
Successful completion of the Clinical Performance Instrument while out on Neurological clinical practicums.

Year 3:
Through interviews with the students and the Clinical Instructors.

f. Which college goal(s) does this program improvement objective work to achieve? Clearly describe how your PIO will help achieve one or more of the college goals and objectives, has impact beyond the particular department, and contributes to student learning/success.

1. Through innovative programs and services, improve student learning and achievement.

Rationale:
By improving the curriculum of the Neurological portion of the PTA Program, the students will be better able to perform physical therapy skills both within the clinical setting and in the community.

2. Support the economic vitality of the community through educational
programs and services that respond to identified employment needs.
Rationale:

By improving the curriculum of the Neurological portion of the PTA Program, the students will be better able to perform physical therapy skills in the clinical setting and in the community.

2. **PIO Assessment**
   a. *Enter assessment results with analysis.*

   As of today, 11/30/11, the Program Director has discussed this course extension with the current PTA 110 adjunct faculty and they have agreed to instruct a full year course if and when the college can afford to pay their salaries.

   b. *Future Action*
   Current level of focus maintained. Describe.

- **Outside Review Results**
  1. List each team members name and title.

     Sheryl Einfalt, MPT: Program Director
     Carol Morodomi, MPT: ACCE
     Deb Parziale
     PTA Advisory Board (Marijean Piorkowski, DPT)
     CAPTE

  2. Discuss key feedback provided by team and how it was incorporated into the report.

     A lot of this report is taken from the Self Study Report to CAPTE in 2006 and the subsequent Annual Accreditation Reports (AAR) 2011. The Program Director and ACCE have followed all recommendations given by the advisory committee above and the program has maintained a 100% pass rate on the NPTAE for the past 5 years.

- **Attached Files**
  1. Curriculum Compliance Documentation Form1.doc
  2. Self Study Report-Section 3.doc
  4. AAR 2011.pdf