Master's Project Evaluation Plan

Technology Artifact

Christian L. Drennen

Instructional Design Technology Master's Candidate

University of Cincinnati

Contents

Abstract

The formative process of evaluation for a technology artifact seeks to assess the project's activities; such as the evaluation project goals and expected outcomes, the audience and scope, as well as the processes for collecting, interpreting, and synthesizing data. It also will help to plan the summative process by which the artifact is ratified as part of an iterative design model. The evaluation, much like that of the ADDIE Model of instructional design, persists from the genesis of a project throughout the design, development, and implementation, and provides insight into modalities for improvement of the overall project. The College of Allied Health Sciences Self-Paced Kaltura Training will be tested as part of an evaluation plan holding fast to the ideas and principles behind iterative design, formative evaluations, and summative revisions, encompassing two phases of evaluation: Usability Testing and a Field Trial. Both phases will utilize a regimented approach to evaluating the artifact by representative end-users to determine the tool's accessibility for end-users, ensure instructional alignment of the tool, and verify that the tool is in fact meeting learner needs.

Master's Project Evaluation Plan

Overview

Under the supervision of Dr. Kay Seo, and the Instructional Design Technology (IDT) Graduate program faculty, through the IDT 8130 Master's Project course, this evaluation plan will seek to inform revisions for The College of Allied Health Sciences Self-Paced Kaltura Training course.

As part of the evaluation, the aforementioned technology artifact will under go a usability testing phase as well as a field trial. The usability testing phase will identify terminal issues that would prevent an effective field trial. Additionally, there will be two parts to the usability testing encompassing both Instructional Design and Instructional Technology subject matter experts. At the conclusion of each part of the usability testing, the artifact will undergo revisions. After the completion of usability testing, the artifact will enter a field trial.

The field trial will take place in an active 2019 Fall semester course as part of a student midterm project. The artifact will then meet its next round of revisions that will be informed by the questionnaire feedback from the participants in the field trial. Finally, the artifact will be hosted online at https://www.christiandrennen.com/ and presented as part of the Instructional Design Technology 'TIE Showcase' on December 3rd, 2019.

Introduction to the Artifact

The College of Allied Health Sciences Self-Paced Kaltura Training was created by Christian Drennen in 2015 as part of the Center for Educational Technology and Instructional Support (CETIS) Design team's plan to train faculty and staff within the College of Allied Health Sciences on the University of Cincinnati's enterprise video recording and repository tool,

Kaltura. Since its launch in January of 2016, the tool has proved to be a mostly effective resource, with over three-thousand unique IP hits and approximately four-thousand and five-hundred views among the three main videos which were simultaneously uploaded to YouTube. However, the tool lacks in some categories of CAST's (2011) Universal Design for Learning (UDL) Guidelines. In reviewing the training tool against the UDL Guidelines Educator Questionnaire v.2, it was determined that several guidelines are met, while several more open themselves up as barriers.

Since that time, the tool was revitalized through a UDL Evaluation proposal as part of the final project for IDT 7110, in 2017. The tool is now a self-paced UDL course online and hosted through a University of Cincinnati media server. The course is comprised of four courses with two to three lessons per course that cater to several learning styles; "Tell me", a text-based medium, "Show Me", a video based medium, and "Let Me Try", a simulated active learning medium.

Artifact Overview

The artifact has four key elements of focus relative to its instructional design: Separating the means from the ends, considering three learning networks, challenging learners to demonstrate competency, and engaging learners through active learning principles.

Course 1, Kaltura Basics.

According to the artifact's *Alignment Map* (Drennen, 2017), course one focuses on defining Kaltura, its uses for the end-user, and where to find the tool in the University of Cincinnati ecosystem. Therefore, objective one is as follows: "Upon completion of this course, learners will be able to define Kaltura and articulate its applications for them as a user" (p. 1).

Course 2, Record a Video

The second course of this artifact describes how learners can record videos using the Kaltura Capture tool. Drennen (2017) states in the artifact's alignment map, "Upon completion of this course, learners will be able to access the Kaltura Capture tool and record a video by selecting from the different recording options one to best suit their need" (p. 1).

Course 3, Upload to Canvas

Course three centers on how the end-user will be able to upload their videos to Canvas, as well as uploading alternatively recorded videos (e.g. cell-phone, video camera, etc.) to their Kaltura 'My Media' gallery for use in the University of Cincinnati network.

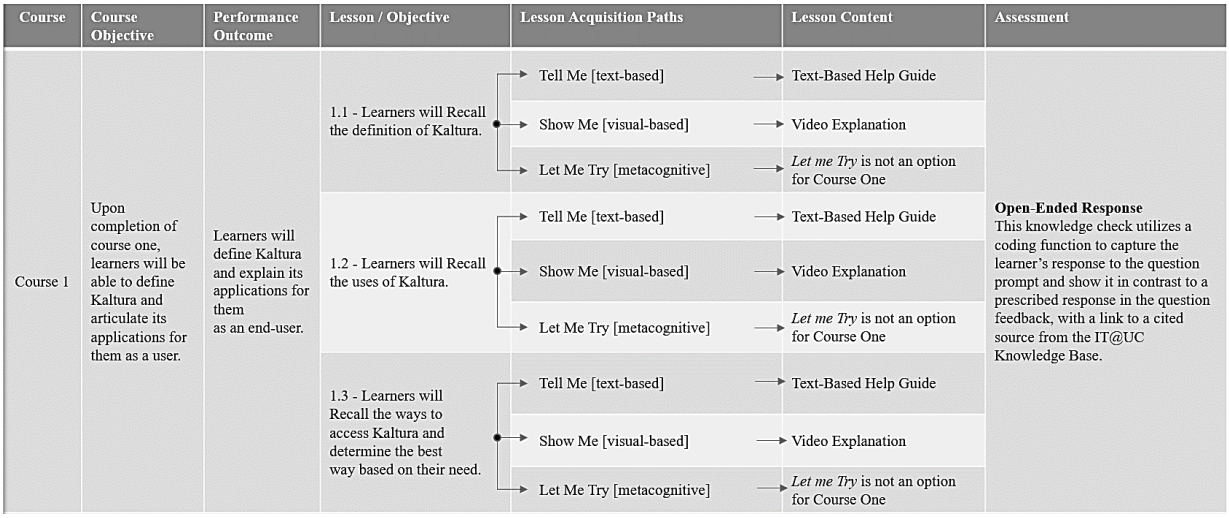
Course 4, File Management

The final course in the artifact addresses how learners will be able to successfully manage the storage of their recorded media on both their computer and in their virtual 'My Media' gallery. Learners will also be able to adjust the Kaltura Capture tool settings as needed to store their files appropriately.

Assessments

Each course has multiple assessment modalities relative to the learner's chosen path for knowledge acquisition. These assessments are labeled as 'Knowledge Checks', and vary depending on the performance outcome, learner choice of acquisition path, and level of difficulty. For example, if the learner chose the 'Let Me Try' path, which is an active learning form of acquisition supported by guided simulations, they would be given an assessment that fits with their chosen path of acquisition, while still remaining aligned with the prescribed learning objective (See Figure 1, p6).

Figure 1. Course One Alignment Map, CAHS Self-Paced Kaltura Training (Drennen, 2017, p1).



Course	Course Objective	Performance Outcome	Lesson / Objective	Lesson Acquisition Paths	Lesson Content	Assessment
Course 1	Upon completion of course one, learners will be able to define Kaltura and articulate its applications for them as a user.	Learners will define Kaltura and explain its applications for them as an end-user.	1.1 - Learners will Recall the definition of Kaltura.	Tell Me [text-based]	Text-Based Help Guide	**Open-Ended Response** This knowledge check utilizes a coding function to capture the learner's response to the question prompt and show it in contrast to a prescribed response in the question feedback, with a link to a cited source from the IT@UC Knowledge Base.
				Show Me [visual-based]	Video Explanation	
				Let Me Try [metacognitive]	*Let me Try* is not an option for Course One	
			1.2 - Learners will Recall the uses of Kaltura.	Tell Me [text-based]	Text-Based Help Guide	
				Show Me [visual-based]	Video Explanation	
				Let Me Try [metacognitive]	*Let me Try* is not an option for Course One	
			1.3 - Learners will Recall the ways to access Kaltura and determine the best way based on their need.	Tell Me [text-based]	Text-Based Help Guide	
				Show Me [visual-based]	Video Explanation	
				Let Me Try [metacognitive]	*Let me Try* is not an option for Course One	

Note: This figure showcases the alignment mapping for the artifact assessments with respect to their learning outcomes and content for course one, lessons one through three.

Audience

The target audience for the original launch of the artifact was designed for faculty and staff members at the University of Cincinnati. However, after careful consideration, the training has been redesigned to include students. In lessons where the content is different between faculty and staff users, and student users, the content is tailored to two different user audiences, Faculty and Staff, and Students. Furthermore, for the purposes of this evaluation plan, as part of the IDT 8031 course, the current audience for this artifact will be the Master's Project course instructor – Dr. Kay Seo, along with course peers, instructional design colleagues, and the faculty, staff, and students of the University of Cincinnati IDT program.

Sources

This evaluation plan is the product of research and recommendations from *The Systematic Design of Instruction* (Dick, Carey, and Carey, 2009), *A Model for Understanding*

Formative Evaluation in Instructional Design (Weston, McAlpine, and Bordonaro, 1995), the *OSCQR Rubric 3rd Edition* (Online Learning Consortium and Open SUNY, 2016), and *The importance of involving experts and learners in formative evaluation* (Weston, 1987).

Evaluation Methodology

According to Weston (1987), it is critical, when evaluating an educational product, that both subject matter experts who can offer substantial feedback on the product, as well as learners who can be representatives of the projected target audience are offered the opportunity to provide "formative and guiding feedback" which will steer the iterative revisions of the product (p. 47). Therefore, there will be three groups that evaluate this artifact. The first group will be instructional design peers who will complete usability testing on the artifact with a focus on instructional design elements and accessibility.

The second group, Kaltura subject matter experts, will also complete usability testing on the artifact with a focus on technical aspects. Because the artifact faces both internal (University of Cincinnati faculty, staff, and students) and external end-users, it is important that the tool undergoes usability testing to ensure quality of flow, intuitiveness of the navigation, functional effectiveness, and accommodation of accessibility standards. Specifically, the usability testing will look at elements of both sections 504 and 508 of the Rehabilitation Act of 1973 which are federal benchmark accessibility standards for publicly facing tools, websites, and software products.

Finally, the third group of evaluators will be a sample size of representative end-users who will complete a field trial of the artifact. A field-trial fits well with this artifact due to the nature of its use. As an instructional asset to be used in a self-paced computer-based training

(CBT) modality, the tool must work well, accomplish its targeted goals, effectively promote intrinsic learner motivation, and offer the learners a means to accomplish the prescribed learning outcomes. Additionally, questionnaires will be distributed to each of the three evaluator categories as a means to acquire anonymous evaluation data to be used during the analysis and reporting function of the artifact's evaluation process.

Evaluation Goals

The goals of this evaluation project for the *College of Allied Health Sciences Self-Paced Kaltura Training Course* technology artifact are as follows:

1. Determine the tool's accessibility rating for end-users
2. Ensure instructional alignment of the tool
3. Verify that the tool is in fact meeting learner needs

Data Collection

Usability Testing

According to Roy et al., 2013, "usability testing allows representative users the opportunity to test a product to determine potential usages issues" (p. 563). Usability testing focuses on how well users can learn and effectively use a product, and prevents high impact fixes later after the product has been released.

The usability testing representative users will be two instructional design peers and two Kaltura subject matter experts. The instructional design peers will follow a modified version of the OSCQR rubric integrated into their questionnaire to identify terminal issues that are too severe for the end-users to effectively use the product. This is a critical part of the iterative design model for this artifact, as well as for the evaluation plan. The two instructional design

peers will be using the Instructional Design Peer Evaluation Questionnaire (a modified version of the OSCQR version 3.1 Rubric) to evaluate the artifact's objectives, assessments, alignment, course navigation, and course flow. They will also be looking at the overall accessibility of the course, including closed captions, tab order, and potential visual barriers. The purpose of this part of usability testing will be to identify potential areas in which the artifact is critically afflicted and not ready to advance in the process. As outlined in the Timeline, the first round of revisions will occur after the instructional design peer usability testing of the artifact's and before moving into the subject matter expert (SME) usability testing.

The Kaltura SME usability testers will evaluate the usability of the artifact to detect potential usability bugs. Additionally, these experts will verify the accuracy of resources, relevance of content, and compliment the Instructional Design Peer testing by looking critically at elements of navigation, user-interface, potential end-user hosting and browser issues, and accessibility issues. The Kaltura SME group will use an evaluation questionnaire designed to specifically work within their scope of evaluation, and, like the instructional design peer testers, is based on a modified version of the OSCQR version 3.1 rubric.

Field-Trials

According to Dick, et al., (2009) field trials create "a context that closely resembles the intended context for the ultimate use of the instructional materials" (p. 268). Therefore, the beta relaunch of the artifact will be accomplished through a Field-Trial in a live, Fall 2019 course.

As the Senior Instructional Designer for the College of Allied Health Sciences at the University of Cincinnati, I have secured a great opportunity to utilize a Field-Trial of this artifact with the students, faculty, and staff in the Fall 2019 course PT8080 taught by visiting Associate Professor Babette Northrop and Dr. Rebecca Rebitski. This course historically used a three-day

Physical Therapy Practical examination as the student's mid-term exam. This mid-term examination requires multiple real patients from the University of Cincinnati Medical Center to spend between nine and ten hours spread over two days in the College's Physical Therapy (PT) lab. Students, accompanied by the lead instructor and an additional PT faculty member, will enter the lab and work with the patient in a one-on-one setting. Students will assess and diagnose the patient and create a physical therapy plan. This is a very difficult process that takes a lot of time and effort for all parties involved. However, this year, I've proposed that the patients are divided into four rooms. In each room, there will be a laptop and webcam opposite of the practical examination. Students will enter the room, login to the laptop using their university central login credentials, and access their "My Media" library to begin a new Kaltura video recording using the attached webcam. Once the recording begins, students will begin assessing the patient. At the conclusion of their assessment, the learner will stop the recording, save the video to their "My Media" account, log off of the computer, and allow the next student to enter the room for their session, at which point the process starts over for the next student.

This set up allows for four sessions to occur at the same time without the need for an instructor to be present. Students can leave the room and upload their saved video to the Canvas course as part of an assignment submission. This way, the students can review themselves, complete a self-assessment, and allow the course instructor to review each video at their own pace. The goal with this change is to reduce the amount of time for all parties involved – patients, students, and faculty. There are twenty-three students in this course, which means that only five rounds will need to occur before all students have completed their practical assessment. Each assessment should take no more than twenty-five minutes. This means that the estimated

total time required for the practical assessment is two and a half hours – a tremendous reduction from the initial nine to ten hours over two days.

The lead instructor for this course has graciously agreed to try out this new method. However, these students are in a high-stress and patient impacting live practical active learning scenario and cannot be distracted or impeded by the technology getting in their way. To that end, they are prime candidates with a defined need for this Kaltura training course artifact.

The field-trial students will complete the Kaltura Training as part of their mid-term assignment. One week prior to the live practical assessments, the students will be given a pre-Kaltura Training questionnaire to identify their formative understanding of the tool, it's uses, and how to complete the required technology skills for their upcoming practical mid-term assessment. Once they've completed the pre-test questionnaire, learners will be given access to the training course, linked in their Canvas PT 8080 course. Upon successful completion of the Kaltura training course, learners will receive a certificate of completion that they must turn in to their instructor through Canvas to verify they've completed the training and a link to the post-questionnaire. The post-test questionnaire will assess their summative understanding and measure growth by using the artifact. It will also include a section for feedback on course navigation, flow, and potentially encountered bugs that were not identified by the prior two categories of evaluators: Instructional Design peers and the Kaltura Subject Matter Experts.

Field-Trial Questionnaires

Pre-test Questionnaire: This questionnaire will be tailored to the student end-users and consider their experience with Kaltura as found in the University of Cincinnati ecosystem. Following the completion of the questionnaire, learners will be given instructions on how to

access the Kaltura self-paced training course and what to expect once they have completed the course.

Post-test Questionnaire: The Post-test questionnaire will be given to learners after successful completion of the training course artifact. "Here, the participants will provide their views and opinions regarding the completion of the tasks." (Satapathy, Udgata, and Biswal, 2013, p. 47), and be asked to 1) rate their experience with the tool through a list of experiential base questions, 2) assess their own personal growth or knowledge acquisition as directly impacted by the tool, and 3) provide insight into any potentially experienced bug or hardship while using the training course artifact.

Participants

1. Instructional Design Peers
    a. Christos Athanasiadis - Instructional Designer, College of Allied Health Sciences
    b. Carolyn Stoll – Assistant Director of Instructional Design, University of Cincinnati Online
2. Subject Matter Experts
    a. Tina Meagher – IT@UC, Manager of Multimedia Services
    b. Derrick Chandler – Computer Support Specialist, College of Allied Health Sciences
3. Sample Size Target Audience
    a. Faculty – Babette Northrop, Visiting Assistant Professor of Physical Therapy
    b. Staff – Ashley Sandberg, Physical Therapy Program Coordinator
    c. Student – Twenty-three students enrolled in Course 2198-1_35SPT8080

Evaluation Instruments

This evaluation will utilize three evaluation instruments, one for each category of evaluation participant. The first instrument will be an Instructional Design Peer Usability Evaluation Questionnaire. This questionnaire is a modified version of the OSCQR Version 3.1 Self-Assessment Rubric and designed to evaluate the artifact's objectives, assessments, alignment, course navigation, and course flow. They will also be looking at the overall accessibility of the course – including closed captions, tab order, and potential visual barriers.

The second instrument will be a Subject Matter Expert Usability Evaluation Questionnaire. This second element as identified in the Usability Testing section of this evaluation plan will verify the accuracy of resources, relevance of content, and to further the instructional design peer evaluation by looking critically at elements of navigation, user-interface, potential end-user hosting and browser issues, and accessibility issues.

The third evaluation instrument will be divided into two parts. Part 1, the pre-test questionnaire, and part 2, the post-test questionnaire. Both will be used by the third category of evaluation participants – the representative end-user group from the PT8080 course, described in the Participants section.

The Pre-test questionnaire will consider the representative end-user's experience of the user with Kaltura as it is found on the University of Cincinnati ecosystem. The pre-test questionnaire will include five multiple choice, three true or false, two short answer, and one open response question that will assess the learners formative understanding of Kaltura.

The Post-Test questionnaire will consider their views and opinions regarding the completion of the tasks by allowing the users to rate their experience with the tool through a list

of Likert scale questions. However, prior to the Likert questions, learners will answer the exact same questions they were given in the pre-test in order to assess their own personal growth or knowledge acquisition as directly impacted by the technology artifact. Finally, the learners will be asked to provide insight into any potentially experienced bug or hardship while using the technology artifact through an open response question.

The pre and post-test questionnaire will be hosted through RedCap, a secure web application for building and distributing online surveys using a licensed account belonging to the College of Allied Health Sciences.

Sampling Methodology

Participants have been selected based on their roles at the University of Cincinnati, their experience and expertise with the Kaltura tool, and their needs for the technology artifact. This in mind, I will utilize three classifications of evaluators for this project; Instructional Design Peers, Kaltura Subject Matter Experts, and Representative End-Users

The instructional designers, as described in both the Participants and Data Collection sections of this document, are critical to the usability testing of the technology artifact in that they will seek to uncover issues in design, development, continuity, navigation, and accessibility.

The Kaltura subject matter experts, also as described in the Participants and Data Collection sections, will evaluate the tool based on a technical stance and understanding of the Kaltura tool. They too will look at end-user experience, navigation, and accessibility among other technical topics relevant to the accuracy of the course's curated content (e.g. help guides, videos, simulation, etc).

The Representative End-Users make up a sample-size of the artifact's target audience, and was selected through instructional design consultations with Babette Northrop, a faculty member in the Physical Therapy program in the College of Allied Health Sciences. As identified in the Field-Trial section of this document, Students in the PT8080 course will be required to use Kaltura to record a video assessment as part of their Mid-term exam. These students will be in a high stress, high impact environment with real patients and they cannot allow the use of technology to get in their way. So, they are prime candidates with an identified need for this training.

Analysis Procedures

The analysis phase will inform three artifact revisions and span the majority of the evaluation plan. Part one of the analysis phase will be completed over two days after the Instructional Design (ID) Peer Evaluation is complete. Data collected through the ID Evaluation Questionnaire hosted through RedCap will be reviewed and consolidated into major revisions, minor revisions, and non-user impacting revisions. These revisions will center around the Skeleton Plane as explained by Garrett, 2004 "the skeleton is designed to optimize the arrangement of these elements for maximum effect and efficiency", as well as the Scope Plane with respect to instructional design and alignment elements of the artifact.

Part two of the analysis phase will be completed over two days after the Kaltura Subject Matter Expert (SME) Evaluation is complete. Data collected through the SME Evaluation Questionnaire hosted through RedCap will be reviewed and consolidated into major revisions, minor revisions, and non-user impacting revisions. These revisions will focus on the Strategy Plane as described by Garrett (2004), in that it is focused on what end users will get out of or

want to get out of the tool. This questionnaire will also consider the accuracy of all curated content relative to Kaltura as described in the Data Collection section of this document.

Finally, Part three of the analysis phase will be completed over two days after the Representative End-User Sample Size Target Audience Evaluation is completed. This phase will inform revisions made based on relevance to the end user, success of the end user in knowledge acquisition and retention, and end-user experience.

Timeline

Task:	Element of Artifact:	Date:
Develop Evaluation Project Conceptual Model	Concept Map	9/8
Develop Data Questionnaires – ID, SME, Field Trail	Feedback Questionnaires	9/8
Evaluation Plan Peer Review Revisions	Evaluation Plan Document	9/13 – 9/22
Existing Artifact Data Collection – ID Peers (2)	ID Feedback Questionnaire	9/23 – 9/26
Analysis of Data Collected from ID Peers	ID Feedback Questionnaire	9/27 – 9/29
Artifact Revisions 1	Articulate Storyline Artifact	9/30 -10/4
Data Collection – SME (2)	SME Feedback Questionnaire	10/7 – 10/11
Analysis of Data Collected from SMEs	SME Feedback Questionnaire	10/11
Artifact Revisions 2	Articulate Storyline Artifact	10/11 - 10/13
Data Collection – Representative End-Users *Field Trial: course 2198-1_35PT8080001*	End-User Feedback Questionnaire	10/14 – 10/20

Task:	Element of Artifact:	Date:
Analysis of Data Collected from the Representative end-users	End-User Feedback Questionnaire	10/14 – 10/20
Evaluation Report Draft	Evaluation Report	10/18
Evaluation Report with Peer Feedback Revisions	Evaluation Report	10/25
Final Artifact Revisions	Articulate Storyline Artifact	11/1
Final Portfolio Revisions	Wix – Website Tool www.ChristianLDrennen.net	11/15
Presentation Preparation and Peer Review	Artifact Video Presentation	11/22
Master's Project Defense	IDT Red and Black-Tie Showcase	12/3

Conclusion

The technology artifact, *The College of Allied Health Sciences Self-Paced Kaltura Training Course*, will be evaluated through a three-phase approach. First, the tool will undergo usability testing with both Instructional Design and Subject Matter Experts. Second, the artifact will have a beta-release for a Field Trial. Third, the final artifact revisions will be informed by pre and post-test questionnaires that will be completed by the representative end-users in the Field Trail. These three phases will consider elements of the Five Planes of User Experience including the Surface Plane, the Skeleton Plane, the Structure Plane, the Scope Plane, and the Strategy Plane in-order to provide both qualitative and quantitative data for formative and summative evaluations of the artifact; which, in turn, will inform and guide the revising process of the technology artifact.

References

CAST, 2011. *Universal Design for Learning Guidelines* version 2.0, p.15 - 16

Dick, W., Carey, L., & Carey, J. (2009). *The systematic design of instruction* (7th ed.). Columbus: Pearson.

Drennen, C., 2017. *College of Allied Health Sciences (CAHS) Self-Paced Kaltura Training, Alignment Map*. Center for Educational Technology and Instructional Support (CETIS)

Drennen, C., 2017. *College of Allied Health Sciences (CAHS) Self-Paced Kaltura Training*, Version 2. Retrieved from:http://cahsmedia2.uc.edu/host/Kaltura%20Training/index.html

Garrett, J. (2004). *The Elements of User Experience.* New Riders Publishing. Chapter 2, p22.

Online Learning Consortium and Open SUNY, (2016) *The OSCQR Rubric*. 3rd Edition

Roy, Sharmistha. (2013). *Some Popular Usability Evaluation Techniques for Websites*. Advances in Intelligent Systems and Computing. 247.

S.C. Satapathy, S.K. Udgata, and B.N. Biswal (eds.), FICTA 2013, *Advances in Intelligent Systems and Computing*. International Publishing Switzerland 2014

Usability.gov (2017) *Usability: Improving the User Experience*. Retrieved from: http://www.usability.gov

Weston, C., McAlpine, L. & Bordonaro, T. ETR&D (1995) *A Model for Understanding Formative Evaluation in Instructional Design* 43: 29. Kluwer Academic Publishers

Appendix

Instructional Design Peer Evaluation Questionnaire - Link to tool

[OSCQR 3.1 – Instructional Design Peer Evaluation Questionnaire]

		Sufficiently Present	Minor Revision *1/2 hour or less*	Moderate Revision *1/2-2 hours*	Major Revision *2+ hours*	Not Applicable	Action Plan	
	Estimated time needed for revision:							
1. COURSE OVERVIEW AND INFORMATION								
1	Course includes Welcome and Getting Started content.							1. Need ideas?
2	An orientation or overview is provided for the course overall, as well as in each module. Learners know how to navigate and what tasks are due.							2. Need ideas?
3	Course includes a Course Information area that deconstructs the syllabus for learners in a clear and navigable way.							3. Need ideas?
4	A printable syllabus is available to learners (PDF, HTML).							4. Need ideas?
5	Course includes links to relevant campus policies on plagiarism, computer use, filing grievances, accommodating disabilities, etc.							5. Need ideas?
6	Course provides access to learner success resources (technical help, orientation, tutoring).							6. Need ideas?
7	Course information states whether the course is fully online, blended, or web-enhanced.							7. Need ideas?

8	Appropriate methods and devices for accessing and participating in the course are communicated (mobile, publisher websites, secure content, pop-ups, browser issue, microphone, webcam).							8. Need ideas?
9	Course objectives/outcomes are clearly defined, measurable, and aligned to learning activities and assessments.							9. Need ideas?
10	Course provides contact information for instructor, department, and program.							10. Need ideas?
2. COURSE TECHNOLOGY & TOOLS								
11	Requisite skills for using technology tools (websites, software, and hardware) are clearly stated and supported with resources.							11. Need ideas?
12	Technical skills required for participation in course learning activities scaffold in a timely manner (orientation, practice, and application - where appropriate).							12. Need ideas?
13	Frequently used technology tools are easily accessed. Any tools not being utilized are removed from the course menu.							13. Need ideas?
14	Course includes links to privacy policies for technology tools.							14. Need ideas?
15	Any technology tools meet accessibility standards.							15. Need ideas?
3. DESIGN AND LAYOUT								
16	A logical, consistent, and uncluttered layout is established. The course is easy to navigate (consistent color scheme and icon layout, related content organized together, self-evident titles).							16. Need ideas?

17	Large blocks of information are divided into manageable sections with ample white space around and between the blocks.							17. Need ideas?
18	There is enough contrast between text and background for the content to be easily viewed.							18. Need ideas?
19	Instructions are provided and well written.							19. Need ideas?
20	Course is free of grammatical and spelling errors.							20. Need ideas?
21	Text is formatted with titles, headings, and other styles to enhance readability and improve the structure of the document.							21. Need ideas?
22	Flashing and blinking text are avoided.							22. Need ideas?
23	A sans-serif font with a standard size of at least 12 pt is used.							23. Need ideas?
24	When possible, information is displayed in a linear format instead of as a table.							24. Need ideas?
25	Tables are accompanied by a title and summary description.							25. Need ideas?
26	Table header rows and columns are assigned.							26. Need ideas?
27	Slideshows use a predefined slide layout and include unique slide titles.							27. Need ideas?
28	For all slideshows, there are simple, non-automatic transitions between slides.							28. Need ideas?
4. CONTENT AND ACTIVITIES								
29	Course offers access to a variety of engaging resources that facilitate communication and collaboration, deliver content, and support learning and engagement.							29. Need ideas?

30	Course provides activities for learners to develop higher-order thinking and problem-solving skills, such as critical reflection and analysis.							30. Need ideas?
31	Course provides activities that emulate real world applications of the discipline, such as experiential learning, case studies, and problem-based activities.							31. Need ideas?
32	Where available, Open Educational Resources, free, or low cost materials are used.							32. Need ideas?
33	Course materials and resources include copyright and licensing status, clearly stating permission to share where applicable.							33. Need ideas?
34	Text content is available in an easily accessed format, preferably HTML. All text content is readable by assistive technology, including a PDF or any text contained in an image.							34. Need ideas?
35	A text equivalent for every non-text element is provided ("alt" tags, captions, transcripts, etc.).							35. Need ideas?
36	Text, graphics, and images are understandable when viewed without color. Text should be used as a primary method for delivering information.							36. Need ideas?
37	Hyperlink text is descriptive and makes sense when out of context (avoid using "click here").							37. Need ideas?

5. INTERACTION								
38	Expectations for timely and regular feedback from the instructor are clearly stated (questions, email, assignments).							38. Need ideas?
39	Expectations for interaction are clearly stated (netiquette, grade weighting, models/examples, and timing and frequency of contributions).							39. Need ideas?
40	Learners have an opportunity to get to know the instructor.							40. Need ideas?

41	Course contains resources or activities intended to build a sense of class community, support open communication, and establish trust (at least one of the following - Ice-breaker, Bulletin Board, Meet Your Classmates, Ask a Question discussion forums).							41. Need ideas?
42	Course offers opportunities for learner to learner interaction and constructive collaboration.							42. Need ideas?
43	Learners are encouraged to share resources and inject knowledge from diverse sources of information in their course interactions.							43. Need ideas?
	6. ASSESSMENT AND FEEDBACK							
44	Course grading policies, including consequences of late submissions, are clearly stated in the course information area or syllabus.							44. Need ideas?
45	Course includes frequent and appropriate methods to assess learners' mastery of content.							45. Need ideas?
46	Criteria for the assessment of a graded assignment are clearly articulated (rubrics, exemplary work).							46. Need ideas?
47	Learners have opportunities to review their performance and assess their own learning throughout the course (pre-tests, automated self-tests, reflective assignments, etc.).							47. Need ideas?
48	Learners are informed when a timed response is required. Proper lead time is provided to ensure there is an opportunity to prepare an accommodation.							48. Need ideas?
49	Learners have easy access to a well designed and up-to-date gradebook.							49. Need ideas?

50	Learners have multiple opportunities to provide descriptive feedback on course design, course content, course experience, and ease of online technology.							50. Need ideas?

OVERALL NARRATIVE

Subject Matter Expert (SME) Evaluation Questionnaire - Link to tool

[OSCQR 3.1 – SME Evaluation Questionnaire]								
	Estimated time needed for revision:	**Sufficiently Present**	**Minor Revision** *1/2 hour or less*	**Moderate Revision** *1/2-2 hours*	**Major Revision** *2+ hours*	**Not Applicable**	**Action Plan**	
1. COURSE OVERVIEW AND INFORMATION								
1	Course includes Welcome and Getting Started content.							1. Need ideas?
2	An orientation or overview is provided for the course overall, as well as in each module. Learners know how to navigate and what tasks are due.							2. Need ideas?
3	Course includes a Course Information area that deconstructs the syllabus for learners in a clear and navigable way.							3. Need ideas?
4	A printable syllabus is available to learners (PDF, HTML).							4. Need ideas?
5	Course includes links to relevant campus policies on plagiarism, computer use, filing grievances, accommodating disabilities, etc.							5. Need ideas?
6	Course provides access to learner success resources (technical help, orientation, tutoring).							6. Need ideas?
7	Course information states whether the course is fully online, blended, or web-enhanced.							7. Need ideas?
8	Appropriate methods and devices for accessing and participating in the course are communicated (mobile, publisher websites,							8. Need ideas?

	secure content, pop-ups, browser issue, microphone, webcam).							
9	Course objectives/outcomes are clearly defined, measurable, and aligned to learning activities and assessments.							9. Need ideas?
10	Course provides contact information for instructor, department, and program.							10. Need ideas?
2. COURSE TECHNOLOGY & TOOLS								
11	Requisite skills for using technology tools (websites, software, and hardware) are clearly stated and supported with resources.							11. Need ideas?
12	Technical skills required for participation in course learning activities scaffold in a timely manner (orientation, practice, and application - where appropriate).							12. Need ideas?
13	Frequently used technology tools are easily accessed. Any tools not being utilized are removed from the course menu.							13. Need ideas?
14	Course includes links to privacy policies for technology tools.							14. Need ideas?
15	Any technology tools meet accessibility standards.							15. Need ideas?
3. DESIGN AND LAYOUT								
16	A logical, consistent, and uncluttered layout is established. The course is easy to navigate (consistent color scheme and icon layout, related content organized together, self-evident titles).							16. Need ideas?

17	Large blocks of information are divided into manageable sections with ample white space around and between the blocks.							17. Need ideas?
18	There is enough contrast between text and background for the content to be easily viewed.							18. Need ideas?
19	Instructions are provided and well written.							19. Need ideas?
20	Course is free of grammatical and spelling errors.							20. Need ideas?
21	Text is formatted with titles, headings, and other styles to enhance readability and improve the structure of the document.							21. Need ideas?
22	Flashing and blinking text are avoided.							22. Need ideas?
23	A sans-serif font with a standard size of at least 12 pt is used.							23. Need ideas?
24	When possible, information is displayed in a linear format instead of as a table.							24. Need ideas?
25	Tables are accompanied by a title and summary description.							25. Need ideas?
26	Table header rows and columns are assigned.							26. Need ideas?
27	Slideshows use a predefined slide layout and include unique slide titles.							27. Need ideas?
28	For all slideshows, there are simple, non-automatic transitions between slides.							28. Need ideas?
4. CONTENT AND ACTIVITIES								
29	Course offers access to a variety of engaging resources that facilitate communication and collaboration, deliver content, and support learning and engagement.							29. Need ideas?

30	Course provides activities for learners to develop higher-order thinking and problem-solving skills, such as critical reflection and analysis.							30. Need ideas?
31	Course provides activities that emulate real world applications of the discipline, such as experiential learning, case studies, and problem-based activities.							31. Need ideas?
32	Where available, Open Educational Resources, free, or low cost materials are used.							32. Need ideas?
33	Course materials and resources include copyright and licensing status, clearly stating permission to share where applicable.							33. Need ideas?
34	Text content is available in an easily accessed format, preferably HTML. All text content is readable by assistive technology, including a PDF or any text contained in an image.							34. Need ideas?
35	A text equivalent for every non-text element is provided ("alt" tags, captions, transcripts, etc.).							35. Need ideas?
36	Text, graphics, and images are understandable when viewed without color. Text should be used as a primary method for delivering information.							36. Need ideas?
37	Hyperlink text is descriptive and makes sense when out of context (avoid using "click here").							37. Need ideas?
5. INTERACTION								
38	Expectations for timely and regular feedback from the instructor are clearly stated (questions, email, assignments).							38. Need ideas?

39	Expectations for interaction are clearly stated (netiquette, grade weighting, models/examples, and timing and frequency of contributions).							39. Need ideas?
40	Learners have an opportunity to get to know the instructor.							40. Need ideas?
41	Course contains resources or activities intended to build a sense of class community, support open communication, and establish trust (at least one of the following - Ice-breaker, Bulletin Board, Meet Your Classmates, Ask a Question discussion forums).							41. Need ideas?
42	Course offers opportunities for learner to learner interaction and constructive collaboration.							42. Need ideas?
43	Learners are encouraged to share resources and inject knowledge from diverse sources of information in their course interactions.							43. Need ideas?
	6. ASSESSMENT AND FEEDBACK							
44	Course grading policies, including consequences of late submissions, are clearly stated in the course information area or syllabus.							44. Need ideas?
45	Course includes frequent and appropriate methods to assess learners' mastery of content.							45. Need ideas?
46	Criteria for the assessment of a graded assignment are clearly articulated (rubrics, exemplary work).							46. Need ideas?

47	Learners have opportunities to review their performance and assess their own learning throughout the course (pre-tests, automated self-tests, reflective assignments, etc.).							47. Need ideas?
48	Learners are informed when a timed response is required. Proper lead time is provided to ensure there is an opportunity to prepare an accommodation.							48. Need ideas?
49	Learners have easy access to a well designed and up-to-date gradebook.							49. Need ideas?
50	Learners have multiple opportunities to provide descriptive feedback on course design, course content, course experience, and ease of online technology.							50. Need ideas?

OVERALL NARRATIVE

PT8080 Syllabus

Intro to Examination
PT8080C
Section 001
Fall Semester 2019

Course Description: This course introduces students to the physical therapy examination process. Students assimilate the language of health care, demonstrating appropriate documentation skills, as they begin the review of the health record and the interview process.

Instructor: **Babette Northrop, PT, MEd**
Rebecca Ribitski, DPT, PT, NCI
Health Science Professional Building
Office Hours: Due to my office being in the HSB and teaching in French East, the best way to meet will be by appointment however, I will make every effort to be in the classroom on Mondays and Wednesdays at 800 am and stay 15 minutes after class to handle immediate concerns.
northrb@ucmail.uc.edu

Credit Hours: 2

Course Times: **Monday and Wednesday 830-10:30**

Course Locations: **French East 335**

Course Format: Lecture, discussion, lab

Prerequisites: Acceptance into the PT Program; permission of the instructor.

Required Texts:
- Kettenbach G. *Writing Patient/ Client Notes.* 5th edition. Philadelphia, PA: FA Davis.
- Medical dictionary of choice
- A Guide to Physical Therapist Practice 3.0. American Physical Therapy Association- Access through APTA website for members of APTA. http://guidetoptpractice.apta.org
- Kisner C., Colby L. Therapeutic Exercise. 7th Edition. Philadelphia, PA: FA Davis
- Sueki D., Brechter J. *Orthopaedic Rehabilitation Clinical Advisor*, Maryland Heights, Missouri: Mosby Elsevier, 2010.

Reference Materials:
- DPT Student Handbook

Reference Texts:

- Magee, D. Orthopedic Physical Assessment. WB Saunders. 6th ed.

Required Materials: Clinical dress is required for the interview tape and practical. The program

required lab coat with patch and temporary nametag appropriately attached should be worn over professional clothing. See attached clinical dress code. This dress code will allow you to meet the most stringent dress codes for your upcoming clinicals.

Final Grade Determination:	Quizzes	approx. 10-15 points each
	Exams	approx. 100-125 points each
	Interview tape	**approx. 25 points**
	Interview practical	**approx. 50 points**
	Assignments	0-5 points (-5 points if incomplete)
	Final Exam	approx. 150-175 points

Grading Scale:

A: 92-100
A-: 88.0-91.9
B+: 84.0-87.9
B: 78.6-83.9
Low B: 74.6-77.9 – Minimally acceptable (below what is expected of graduate level work)
C: 69.6-74.5
F: 69.5 or below

A student attaining less than 75% in any exam, including a final exam, is encouraged to make an appointment with the course instructor within two days after the notification of the grade on the exam. At that time, a review of the exam will be conducted. The student may be required to do remedial work, answer questions on the exam or answer questions on another exam, as determined by the instructor. If a student passes all exams but has consistently done so by a minimal amount, the student may still be required to perform additional work. This decision is left solely to the course instructor. Students are reminded that a grade of "B" or better must be achieved in all PT courses along with a minimum GPA of 3.0 for a student to continue in the PT Program. Please see the PT Program Student Handbook for further information on the Grading Scale.

Each student must achieve a <u>minimum of 74.6 to successfully complete the course</u>.
In order to pass the class, student must also receive a passing grade on the interview tape and practical and complete all assignments and other course requirements.

Grades: Grades for exams, practicals, quizzes, assignments and other graded activities in this class become permanent one week after they are posted. Students are encouraged to review their performance by visiting the instructor and/or reviewing their scoresheets. Students with questions about any grade should meet with the instructor within a week of the posting of the grade to discuss the grade. There will be no change in grades after one week.

The grading method for this course is noted above. All students accept this grading method by continuing their enrollment in this course. It is all enrolled students' responsibility to confirm they have registered for the course's correct grading method

Course withdrawal:

Please note the following withdrawal dates:

Last day to drop with 100% refund is the 16th calendar day of term

Last day to withdraw (no refund- class stays on academic record) is the 58th calendar date of the term. A student cannot withdraw from a class after the final withdrawal date for ANY reason- **no** exceptions. Students are advised to monitor their progress in a course so that if they are in academic jeopardy as the withdrawal deadline approaches, they can make an informed decision about whether they choose to drop the course.

Minimum Level of Performance: This course provides a foundation for the ability of an individual to effectively conduct a basic patient interview and to begin to document patient care and management. It utilizes previously mastered information including medical terminology and basic anatomy/physiology and applies these to the interview and documentation process. This information is not optional in the field of physical therapy but is used on a daily basis and is crucial to success in the program and profession.

As indicated in the determination of the final grade and the grading scale, students must achieve a 74.6 in the course to pass the class and progress to the next DPT academic semester coursework. Students who do not achieve a 74.6 will not receive a passing grade for the course. There are no retake exams in the course, no curving, no mystery points and no re-grading; there is simply a calculation of the course grade using the grades a student has earned and a comparison with the scale in this syllabus. Students, who do not achieve a 74.6 or above, will receive either a "C" or an "F" for the course which prevents the ability to progress in the program.

Grades are posted on Canvas so each student can check their performance and recognize when success in the course may be in jeopardy. Course time does not permit in-class review of exams. Students are encouraged to review their exam performance in the week after the exam to identify areas of strengths and weaknesses. Students are also encouraged to meet with the instructor to discuss strategies to improve performance if grade achievement is not in proportion to effort. If office hours overlap with your academic course schedule, contact the instructor to arrange alternative times. The instructor is also available to schedule a mutually agreeable time for study sessions as requested.

Practicals: One practical will be performed by each student for this course. A passing grade is needed to pass the course. If this level is not reached, the student must meet with the instructor. Following additional practice, a retake will be arranged with the instructor. A student may take a practical up to three times (the regularly scheduled practical and two retakes). If the student fails the practical after having received two previous fails, they will receive an F for the course. In all cases, identification of safety as an area of deficit will result in a failing practical grade. If a student does have to retake a practical, the grade recorded will be an average of the grades of the number of attempts taken in order to pass.

Exams: The course schedule indicates the dates of the exams. If an emergency arises such that the student is not able to take an exam, the student must notify the instructor prior to the exam. If advance notification is received, exams can be made up, although the instructor reserves the right to deduct up to 25 points for a make-up exam. Students are advised that make-up exams may not be in the same format as the original exam and may include different written, oral, or practical questions. If notification

is not received, students will receive a zero for the exam. There are no retake exams in this course.

Assignments: Assignments will be made throughout the semester. Assignments may be handed out, completed and returned during the class period. If a student misses these classroom assignments, the student must contact the instructor to make up the assignment and must turn in the assignment at the time and date given to the student by the instructor. Other assignments will be handed out, will be completed outside of class and will have a due date. Students are expected to return these completed assignments at the beginning of the class period on the day the assignment is due or by posted deadlines in Canvas. If not present in class, the student should arrange for another student to turn in the assignment. If this is not possible, the student must contact the instructor within 24 hours and make arrangements for an alternative turn in time and date. For every day a graded assignment is late, one point will be deducted from the student's final grade. **All assignments must be turned in before the final exam even if the assignment is late**. **Failure to turn in an assignment before the final exam will result in an F in the course.**

Note: All assignments in this class are individual assignments unless specifically noted by the instructor. If an assignment is given, it is expected that a student will complete that assignment individually and that the work the student submits under their own name, is their own. Copying any or all of another individual's work and submitting it as your own violates the code of conduct and will result in an F for the course. If a group assignment is given, work can be submitted under the names of the students in the group who completed the work. Not all assignments will be graded assignments even though they will have required deadlines to complete and submission is not optional. Many assignments (both graded and ungraded) will be reviewed in class for the student to obtain timely feedback in order to self-reflect on their progress and achievement of work consistent with the Guide to Physical Therapist practice.

Quizzes: Students are advised that there may be announced and/or be unannounced quizzes during the semester. Quizzes may include multiple choice, true/false, short answer, essay, or case related questions as well as performance activities. If a student is not present to take a quiz, a zero will be recorded for that quiz unless the student has made arrangements with the instructor prior to the class in which the quiz is given. In cases in which prior arrangements have been made, a make-up quiz can be given. Students are advised that the makeup quiz may not be in the same format as the original quiz and may include different written, oral or practical questions.

Attendance Policy: The PT Program strongly recommends that students attend all classroom and laboratory meetings. If a student is absent from any course meeting, for any reason, the student is responsible for all information, assignments, homework, handouts, discussions and any necessary additional assignments as determined by the instructor. In addition, if a student is absent, for any reason, the student recognizes that missing classroom discussion, questions, assignments, check-offs, quizzes, exams and/or any other activities and/or missing the date the above occur or are due, may have significant effects on the student's grade and ability to pass the course.

Students are responsible for their own attendance and, thus, take responsibility for consequences of non-attendance.

In Introduction to Examination, students are responsible for all material covered in class. Failure to complete a classroom assignment due to non-attendance will have an effect on the determination of the final grade. ***In keeping with professional behaviors, it is required that the instructor will be notified***

of an unavoidable absence prior to class or within 24 hours. In the event that a student does not notify the instructor of the absence, the student's advisor will be notified, and an appropriate professional behavior plan initiated. For each lack of notification, 5 points will be subtracted from the final grade. See Professional behavior policy.

Late Policy: Students should be in class at the start of class and should stay until all classroom activities are completed. On all occasions, the student will be responsible for all classroom activities missed and recognizes the consequences of such absences. Arriving to class late or leaving early disrupts lecture and/or lab activities and affects the entire class. In the event that a student is late more than twice, the student's advisor will be notified, and an appropriate professional behavior plan initiated. See Professional behavior policy.

Reading Assignments: Students are expected to have completed all reading assignments prior to class. Class time will be used most efficiently if all students are familiar with the information before coming to class.

Policy on Cheating: Cheating will not be tolerated. Anyone found to be cheating will receive an F for the course. The PT Program Cheating Policy will be strictly enforced. Students are referred to the PT student Handbook, The APTA Code of Ethics and the University of Cincinnati Student Code of Conduct for further information on this policy**.**

Please note that exams in this class are available for students to review after the posting of grades. Questions about the material, concepts, grades or answers are welcome at that time as it is crucial for students to recognize areas and topics they should review and re-master. The exams, however, are not available at the end of the quarter and past students have never been given permission to copy any questions, exams or quizzes. Students should recognize the unethical implications of utilizing any such copies for this class, as well as copying the material directly. Cell phones will not be permitted to be in site during examinations or during review of previously taken exams.

Because this course includes a practical as a method of assessing individual student performance, students are reminded that sharing exam questions or in the case of practicals, any information related to the scenario, skill, feedback, or requirements in a practical or skill check, is unethical. Until all students have completed exams, skill checks or practicals (including retakes), students should not share exam or practical related information. Failure to adhere to this conduct will result in enforcement of the cheating policy. The ability to avoid discussing information received is required of all physical therapists and is a cornerstone of patient privacy.

Electronic Devices: The use of electronic devices including, but not limited to, cell phones, pagers, PDAs and IPODs during scheduled class or exam periods is strictly prohibited. If a student has a need to use this type of equipment, the student must receive permission from the course instructor. It is **NOT** acceptable to place cell phones on vibrate or to participate in text messaging during class or exams.

Laptop computers powered by a battery source may be used during lecture as indicated by the course instructor but **NOT** during exams or lab sessions unless indicated by the instructor. Power cords may not be used at any time as they present a tripping hazard. Laptop computers must be stored during lab sessions. Damage to a laptop computer that is not properly stored during a lab session will be the responsibility of the student who owns the laptop. The only exception to this policy is in the instance of students using college owned laptops provided for use by the course instructor.

In this class, laptop computers can be used during lecture for access to notes or note taking and accessing the APTA website for the Guide. **Checking e-mail, sending e-mail, spending time on the internet, ordering lunch, tweeting, snap chatting, instant messaging others and/or working on materials from other classes is not acceptable.** See Professional behavior policy.

Professional Behavior Policy: Professional behavior is, without exception, required. Failure to follow Program guidelines; the exhibition of unprofessional behavior such as profanity, student initiated confrontations, classroom disruptions, consistent lateness, cheating and/or lying; violations of Program policies; the exhibition of unethical behavior and/or the exhibition of unsafe behavior in the classroom, lab or clinic, will result in a meeting between the student involved and the faculty. If felt appropriate by the majority of the faculty, dismissal from the Program will occur.

Lab Rules: Lab rules are to be followed whenever students are in the labs. Rules are posted in each lab, available in the PT office, and can be found in the student handbook. Violation of lab rules will result in termination in the program. Students can utilize lab outside of scheduled class times as outlined in the PT Student Handbook policy "Student Use of PT/PTA Labs".

Disability Accommodations: Students in this class must be able to perform the essential functions as listed in the PT Handbook. Competencies in this course cannot be waived. Students with disabilities are eligible to receive a variety of support services. In order to receive academic accommodations, students must be registered with the Office of Disability Services and have an accommodation form that lists in-class and test accommodations.

Special Needs Policy*:* If you have a disability (e.g., visual impairment, hearing impairment, physical impairment, communication disorder, and/or specific learning disability, etc.) which may influence your performance in this course, you must meet with the Disability Services Office (DSO) to arrange for reasonable accommodations to ensure an equitable opportunity to meet all the requirements of this course. If you require accommodations due to disability, please contact DSO at 513-556-6823, Campus Location: 210 University Pavilion. You will be provided an Accommodation Form indicating your accommodation needs for the quarter. Please present this form to me AS SOON AS POSSIBLE to ensure your acommodation needs are discussed, agreed upon, and provided.

Safety: Students are reminded that it is their responsibility to maintain safety throughout labs. This course may include students practicing skills on each other. It is the student's responsibility to inform the instructor or other students that a certain skill cannot or should not be performed on themselves.

Class Evaluations: Availability of course evaluations for this course will be announced along with the methods for completion. Program responsibilities such as completion of course evaluations are considered professional behavior requirements. At the end of each term, students are required to complete course evaluations for each course in which they are registered. Feedback on courses is required to meet accreditation guidelines and to provide the faculty with information needed to make changes and improvements to their courses. Students who do not fulfill program responsibilities may be placed on a professional behavioral plan.

Class Cancellation/Weather Related Policies: Students are encouraged to become familiar with the policies of the University of Cincinnati regarding cancellations of class for weather or other reasons.

Students are advised that time missed during these delays will need to be rescheduled. If multiple cancellations occur that significantly decrease class time, additional time may be scheduled during periods in which the students and the instructor are available.

Additional Policies and Procedures: Students are expected to adhere to all policies and procedures of the PT Program. Students are advised to review policies relating to grading, lateness, professional behaviors, laboratory rules and progression through the program as contained in the PT Program Student Handbook.

Course Objectives:
At the end of this course, the student will be able to:

1. Describe the components of PT Patient Client Management as outlined in the Guide to Physical Therapist Practice
2. Differentiate the terms examination, evaluation, diagnosis, prognosis and plan of care
3. Explain the role of the PT in the examination and evaluation process including implications for state laws and standards of practice
4. List and describe the parts of a typical patient interview
5. Complete an effective, timely, organized and comprehensive patient interview by
    a. acquiring information from the patient and other sources
    b. adapting the interview to the patient
    c. maintaining safety throughout the interview
    d. demonstrating effective active listening skills in conducting a patient interview
6. Utilize information in a patient interview to support and complete the PT examination, evaluation, diagnoses, prognosis, intervention plan and goals.
7. Identify and discuss solutions for potential barriers to effective communications skills
8. Accurately read, write and speak in appropriate medical terms in the interview process
9. Accurately utilize and interpret abbreviations in the medical record
10. Appropriately modify medical terminology to lay terminology for education purposes or when interacting with patients, clients and families
11. List the purposes of documentation
12. List, describe and identify the components of a Patient Client Management and a SOAP note.
13. Compare and contrast the Patient Client Management and SOAP notes.
14. Utilize appropriate medical terminology and applicable state laws in all types of documents.
15. Understand the ICF model and its relationship to Patient Client Management outlined in the Guide to Physical Therapist Practice.
16. Discern an electronic health record and identify pertinent information needed for the Patient Client Management Model established in the Guide to Physical Therapist Practice.
17. Gain rudimentary skills in documenting in an electronic health record
18. Complete a Patient Client Management Initial Evaluation, Daily Note, Progress Note and Discharge Summary that adheres to the defensible documentation principles of the APTA
19. Complete a SOAP initial evaluation that adheres to the defensible documentation standards of the APTA
20. Understand the concepts of medical necessity and skilled care and incorporate it into PT documentation.

Professional Dress for Skill Checks/Practicals

Professional dress is a requirement for clinicals. PT students are required to follow the PT Program dress

code and observe all OSHA safety regulations. Recognition is made, however, that various facilities may have policies that allow more casual clothes or that require more formal dress. During skill checks, students are required to follow the "dress code" of the "clinic." Taken from one of the program's clinical sites, it addresses many of the standards a students may be required to meet as they proceed with clinical assignments. Students should read the dress code below and be prepared to follow it during the skill checks.

1. Students are required to wear the program lab coat, arm patch and name tag.
2. Students are required to wear a collared shirt.
    a. No blouses or tops that show the midriff when arms are at the side or overhead.
    b. Blouses and/or shirts that are designed to be tucked in must be tucked into pants
    c. No tight blouses or tops.
    d. No t-shirts
    e. No sleeveless shirts or tank tops
    f. No see through garments
3. Students are required to wear khaki, dark blue or black slacks.
    g. No cargo pants
    h. Pants must be hemmed, must have unfrayed hems and cannot drag on the floor
    i. Pants must remain at the waist when performing tasks and cannot impede movement
    j. Pants must cover all undergarments when performing all tasks
    k. No tight pants
    l. No denim pants
    m. No jeans- this includes all pants that are double seamed and riveted.
    n. A belt is required if pants have belt loops
4. No natural fingernails longer than ¼ inch.
    o. If nail polish is worn, it must be clear
    p. No false fingernails.
5. **No gym shoes**.
    q. Shoes must be leather or vinyl.
    r. No open toes or heels
    s. The foot must be completely encased
6. Earrings are limited to studs and must not dangle
7. Jewelry is limited to wedding/engagement ring and watch
8. No perfume or cologne
9. Hair reaching the collar or below must be tied back.