

Program Assessment Matrix: Required Form (April 2015)

	Required Element		
2B1	Admissions process meet the needs and expectations of the program	Timeline and Person Responsible <i>(when it is done; who is ultimately responsible for ensuring it is done)</i>	Timeline for implementation & reassessment of planned changes:
		<i>Mechanism(s) used to collect data (tools and sources of information including meetings)</i>	<i>Trigger/threshold/goal (for every mechanism you listed)</i>
		Summary and Analysis of Data Collected:	
2B1	Admissions criteria and prerequisites meet the needs and expectations of the program	Individual responsible for coordinating this assessment component:	Timeline:
		Sources of Information &/or Tools Used to Collect Data:	
		Summary and Analysis of Data Collected:	
2B2	Program enrollment appropriately reflects available resources, program outcomes and workforce needs	Individual responsible for coordinating this assessment component:	Timeline:
		Sources of Information &/or Tools Used to Collect Data:	

		Summary and Analysis of Data Collected:	
2B3	Collective core faculty meet program and curricular needs.	Individual responsible for coordinating this assessment component:	Timeline:
		Sources of Information &/or Tools Used to Collect Data:	
		Summary and Analysis of Data Collected:	
2B3	Associated faculty meet program and curricular needs.	Individual responsible for coordinating this assessment component:	Timeline:
		Sources of Information &/or Tools Used to Collect Data:	
		Summary and Analysis of Data Collected:	
2B3	Clinical education faculty meet program and curricular needs.	Individual responsible for coordinating this assessment component:	Timeline:
		Sources of Information &/or Tools Used to Collect Data:	
		Summary and Analysis of Data Collected:	

2B4	Program resources: financial resources	Individual responsible for coordinating this assessment component:	Timeline:
		Sources of Information &/or Tools Used to Collect Data:	
		Summary and Analysis of Data Collected:	
2B4	Program resources: staff (administrative/secretarial & technical support)	Individual responsible for coordinating this assessment component:	Timeline:
		Sources of Information &/or Tools Used to Collect Data:	
		Summary and Analysis of Data Collected:	
2B4	Program resources: space	Individual responsible for coordinating this assessment component:	Timeline:
		Sources of Information &/or Tools Used to Collect Data:	
		Summary and Analysis of Data Collected:	

2B4	Program resources: equipment, technology & materials	Individual responsible for coordinating this assessment component:	Timeline:
		Sources of Information &/or Tools Used to Collect Data:	
		Summary and Analysis of Data Collected:	
2B4	Program resources: library and learning resources	Individual responsible for coordinating this assessment component:	Timeline:
		Sources of Information &/or Tools Used to Collect Data:	
		Summary and Analysis of Data Collected:	
2B4	Program resources: student services (academic, counseling, health, disability, and financial aid services)	Individual responsible for coordinating this assessment component:	Timeline:
		Sources of Information &/or Tools Used to Collect Data:	
		Summary and Analysis of Data Collected:	

2B5	Program policies and procedures, as well as relevant institutional policies and procedures meet program needs	Individual responsible for coordinating this assessment component:	Timeline:
		Sources of Information &/or Tools Used to Collect Data:	
		Summary and Analysis of Data Collected:	
2B5	Analysis of the extent to which program practices adhere to policies and procedures	Individual responsible for coordinating this assessment component:	Timeline:
		Sources of Information &/or Tools Used to Collect Data:	
		Summary and Analysis of Data Collected:	
Additional rows provided if program wants to report on the assessment of other areas. Delete if not using.			
		Individual responsible for coordinating this assessment component:	Timeline:
		Sources of Information &/or Tools Used to Collect Data:	
		Summary and Analysis of Data Collected:	

		Individual responsible for coordinating this assessment component:	Timeline:
		Sources of Information &/or Tools Used to Collect Data:	
		Summary and Analysis of Data Collected:	
		Individual responsible for coordinating this assessment component:	Timeline:
		Sources of Information &/or Tools Used to Collect Data:	
		Summary and Analysis of Data Collected:	
		Individual responsible for coordinating this assessment component:	Timeline:
		Sources of Information &/or Tools Used to Collect Data:	
		Summary and Analysis of Data Collected:	

Example of a Curriculum Assessment Matrix: **NOT a Required Form**

	Elements	(note: clin ed and distance ed separated out)	
6A	<p>The comprehensive curriculum plan is based on: (1) information about the contemporary practice of physical therapy; (2) standards of practice; and (3) current literature, documents, publications, and other resources related to the profession, to the delivery of health care services, to physical therapy education, and to educational theory. (note: addresses 2C re: consideration of changing roles and responsibilities and dynamic nature of profession and health care delivery system)</p>	Timeline and Person Responsible <i>(when done; who is ultimately responsible for it)</i>	Timeline for implementation & reassessment of planned changes:
		Mechanism(s) used to collect data <i>(tools & sources of info including meetings)</i>	Trigger/Threshold/Expected Level <i>(for <u>every</u> mechanism listed)</i>
		Brief Summary and Analysis of Data Collected (for every mechanism listed)	
6B	<p>The curriculum plan includes courses in general education and basic sciences that prepare the student for the technical courses, or competencies, if the program is competency based.</p>	Timeline and Person Responsible	Timeline for implementation & reassessment of planned changes:
		Mechanism(s) used to collect data <i>(tools & sources of info including meetings)</i>	Trigger/Threshold/Expected Level (for every mechanism listed)
		Brief Summary and Analysis of Data Collected (for every mechanism listed)	

6C	The curriculum plan includes a description of the curriculum model and the educational principles on which it is built.	Timeline and Person Responsible	Timeline for implementation & reassessment of planned changes:
		Mechanism(s) used to collect data (<i>tools & sources of info including meetings</i>)	Trigger/Threshold/Expected Level (for every mechanism listed)
		Brief Summary and Analysis of Data Collected (for every mechanism listed)	
6D	The curriculum plan includes a series of organized, sequential and integrated courses designed to facilitate achievement of the expected student outcomes including the expected student learning outcomes described in Standard 7. The curriculum includes organized sequences of learning experiences that prepare students to provide physical therapy care to individuals with diseases/disorders involving the major systems, individuals with multiple system disorders, and individuals across the lifespan and continuum of care, including individuals with chronic illness.	Timeline and Person Responsible	Timeline for implementation & reassessment of planned changes:
		Mechanism(s) used to collect data (<i>tools & sources of info including meetings</i>)	Trigger/Threshold/Expected Level (for every mechanism listed)
		Brief Summary and Analysis of Data Collected (for every mechanism listed)	
6E	The curriculum plan includes course syllabi that are comprehensive and inclusive of all institutional and CAPTE expectations.	Timeline and Person Responsible	Timeline for implementation & reassessment of planned changes:
		Mechanism(s) used to collect data (<i>tools & sources of info including meetings</i>)	Trigger/Threshold/Expected Level (for every mechanism listed)
		Brief Summary and Analysis of Data Collected (for every mechanism listed)	

6F	The curriculum plan includes learning objectives stated in behavioral terms that reflect the breadth and depth of the course content and describe the level of student performance expected.	Timeline and Person Responsible	Timeline for implementation & reassessment of planned changes:
		Mechanism(s) used to collect data (<i>tools & sources of info including meetings</i>)	Trigger/Threshold/Expected Level (for every mechanism listed)
		Brief Summary <u>and</u> Analysis of Data Collected (for every mechanism listed)	
6G	The curriculum plan includes a variety of effective instructional methods selected to maximize learning. Instructional methods are chosen based on the nature of the content, the needs of the learners, and the defined expected student outcomes.	Timeline and Person Responsible	Timeline for implementation & reassessment of planned changes:
		Mechanism(s) used to collect data (<i>tools & sources of info including meetings</i>)	Trigger/Threshold/Expected Level (for every mechanism listed)
		Brief Summary <u>and</u> Analysis of Data Collected (for every mechanism listed)	
6H	The curriculum plan includes a variety of effective tests and measures and evaluation processes used by faculty to determine whether students have achieved the learning objectives.	Timeline and Person Responsible	Timeline for implementation & reassessment of planned changes:
		Mechanism(s) used to collect data (<i>tools & sources of info including meetings</i>)	Trigger/Threshold/Expected Level (for every mechanism listed)
		Brief Summary <u>and</u> Analysis of Data Collected (for every mechanism listed)	
6H	Regular, individual testing and evaluation of student performance in the cognitive, psychomotor, and affective domains is directly related to learning objectives and includes expectations for safe practice during clinical education experiences.	Timeline and Person Responsible	Timeline for implementation & reassessment of planned changes:
		Mechanism(s) used to collect data (<i>tools & sources of info including meetings</i>)	Trigger/Threshold/Expected Level (for every mechanism listed)
		Brief Summary <u>and</u> Analysis of Data Collected (for every mechanism listed)	

6K	The curriculum for the PTA program, including all general education, pre-requisites, and technical education courses required for the degree, can be completed in no more than 5 semesters or 80 academic weeks or 104 calendar weeks, including 520-720 hours of clinical education.	Timeline and Person Responsible	Timeline for implementation & reassessment of planned changes:
		Mechanism(s) used to collect data (<i>tools & sources of info including meetings</i>)	Trigger/Threshold/Expected Level (for every mechanism listed)
		Brief Summary and Analysis of Data Collected (for every mechanism listed)	
6L	The institution awards the associate degree upon satisfactory completion of the physical therapist assistant education program or assures the associate degree is awarded by an affiliating college at the satisfactory completion of the physical therapist assistant education program	Timeline and Person Responsible	Timeline for implementation & reassessment of planned changes:
		Mechanism(s) used to collect data (<i>tools & sources of info including meetings</i>)	Trigger/Threshold/Expected Level (for every mechanism listed)
		Brief Summary and Analysis of Data Collected (for every mechanism listed)	
		Timeline and Person Responsible	Timeline for implementation & reassessment of planned changes:
		Mechanism(s) used to collect data (<i>tools & sources of info including meetings</i>)	Trigger/Threshold/Expected Level (for every mechanism listed)
		Brief Summary and Analysis of Data Collected (for every mechanism listed)	
Clinical Education			
6D	The clinical education component provides organized and sequential experiences coordinated with the didactic component of the curriculum. Clinical education includes both integrated and fulltime terminal experiences.	Timeline and Person Responsible	Timeline for implementation & reassessment of planned changes:
		Mechanism(s) used to collect data (<i>tools & sources of info including meetings</i>)	Trigger/Threshold/Expected Level (for every mechanism listed)
		Brief Summary and Analysis of Data Collected (for every mechanism listed)	

6J1	The curriculum plan includes clinical education experiences for each student that encompass, but are not limited to: management of patients/clients with diseases and conditions representative of those commonly seen in practice across the lifespan and the continuum of care	Timeline and Person Responsible	Timeline for implementation & reassessment of planned changes:
		Mechanism(s) used to collect data (<i>tools & sources of info including meetings</i>)	Trigger/Threshold/Expected Level (for every mechanism listed)
		Brief Summary <u>and</u> Analysis of Data Collected (for every mechanism listed)	
6J2	The curriculum plan includes clinical education experiences for each student that encompass, but are not limited to: practice in settings representative of those in which physical therapy is commonly practiced	Timeline and Person Responsible	Timeline for implementation & reassessment of planned changes:
		Mechanism(s) used to collect data (<i>tools & sources of info including meetings</i>)	Trigger/Threshold/Expected Level (for every mechanism listed)
		Brief Summary <u>and</u> Analysis of Data Collected (for every mechanism listed)	
6J3	The curriculum plan includes clinical education experiences for each student that encompass, but are not limited to: involvement in interprofessional practice	Timeline and Person Responsible	Timeline for implementation & reassessment of planned changes:
		Mechanism(s) used to collect data (<i>tools & sources of info including meetings</i>)	Trigger/Threshold/Expected Level (for every mechanism listed)
		Brief Summary <u>and</u> Analysis of Data Collected (for every mechanism listed)	
6J4	The curriculum plan includes clinical education experiences for each student that encompass, but are not limited to: participation as a member of the PT and PTA team	Timeline and Person Responsible	Timeline for implementation & reassessment of planned changes:
		Mechanism(s) used to collect data (<i>tools & sources of info including meetings</i>)	Trigger/Threshold/Expected Level (for every mechanism listed)
		Brief Summary <u>and</u> Analysis of Data Collected (for every mechanism listed)	

6J5	The curriculum plan includes clinical education experiences for each student that encompass, but are not limited to: other experiences that lead to the achievement of the program's defined expected student outcomes	Timeline and Person Responsible	Timeline for implementation & reassessment of planned changes:
		Mechanism(s) used to collect data (<i>tools & sources of info including meetings</i>)	Trigger/Threshold/Expected Level (for every mechanism listed)
		Brief Summary and Analysis of Data Collected (for every mechanism listed)	
2C	The number and variety of clinical sites meets program needs	Timeline and Person Responsible	Timeline for implementation & reassessment of planned changes:
		Mechanism(s) used to collect data (<i>tools & sources of info including meetings</i>)	Trigger/Threshold/Expected Level (for every mechanism listed)
		Brief Summary and Analysis of Data Collected (for every mechanism listed)	
2C	Clinical experiences are of the appropriate length and placement within the curriculum	Timeline and Person Responsible	Timeline for implementation & reassessment of planned changes:
		Mechanism(s) used to collect data (<i>tools & sources of info including meetings</i>)	Trigger/Threshold/Expected Level (for every mechanism listed)
		Brief Summary and Analysis of Data Collected (for every mechanism listed)	

Distance Education			
611	faculty teaching by distance are effective in the provision of distance education	Timeline and Person Responsible	Timeline for implementation & reassessment of planned changes:
		Mechanism(s) used to collect data (<i>tools & sources of info including meetings</i>)	Trigger/Threshold/Expected Level (for every mechanism listed)
		Brief Summary <u>and</u> Analysis of Data Collected (for every mechanism listed)	
612	the rigor of the distance education courses is equivalent to that of site-based courses	Timeline and Person Responsible	Timeline for implementation & reassessment of planned changes:
		Mechanism(s) used to collect data (<i>tools & sources of info including meetings</i>)	Trigger/Threshold/Expected Level (for every mechanism listed)
		Brief Summary <u>and</u> Analysis of Data Collected (for every mechanism listed)	
613	student performance meets the expectations of the faculty as described in course syllabi and demonstrated in student assessment	Timeline and Person Responsible	Timeline for implementation & reassessment of planned changes:
		Mechanism(s) used to collect data (<i>tools & sources of info including meetings</i>)	Trigger/Threshold/Expected Level (for every mechanism listed)
		Brief Summary <u>and</u> Analysis of Data Collected (for every mechanism listed)	

614	there is a mechanism for determining student identity during course activities and when testing occurs at a distance	Timeline and Person Responsible	Timeline for implementation & reassessment of planned changes:
		Mechanism(s) used to collect data (<i>tools & sources of info including meetings</i>)	Trigger/Threshold/Expected Level (for every mechanism listed)
		Brief Summary and Analysis of Data Collected (for every mechanism listed)	
615	there is a mechanism for maintaining test security and integrity when testing occurs at a distance	Timeline and Person Responsible	Timeline for implementation & reassessment of planned changes:
		Mechanism(s) used to collect data (<i>tools & sources of info including meetings</i>)	Trigger/Threshold/Expected Level (for every mechanism listed)
		Brief Summary and Analysis of Data Collected (for every mechanism listed)	
617	distance education students have access to academic, health, counseling, disability and financial aid services commensurate with services that students receive on campus	Timeline and Person Responsible	Timeline for implementation & reassessment of planned changes:
		Mechanism(s) used to collect data (<i>tools & sources of info including meetings</i>)	Trigger/Threshold/Expected Level (for every mechanism listed)
		Brief Summary and Analysis of Data Collected (for every mechanism listed)	

Name of school				
PT 250 Clinical Practical I occurs weeks 12-16 of semester 3				
PT 300 Clinical Practical II occurs weeks 1-8 of semester 5				
PT 350 Clinical Practical II occurs weeks 8-16 of semester 5				
	Course number, course name, semester in which course is offered	3-5 objectives with the objective number, and full wording of the objective, as per the syllabus it was taken from	What are all of the learning experiences related to objective?	What method(s) will be used to assess if the objective is met?
7D Courses within the curriculum include content designed to prepare program students to:				
7D1 Adhere to legal practice standards, including all federal, state, and institutional regulations related to patient/client care and fiscal management.	PT 101 Intro to PT (semester 1, week 3)	PT 101 Objective 3: Recall laws, regulations, and policies that apply to the physical therapy setting.	Group activity	Multiple choice quiz and final exam questions
	PT 200 Professional Issues in PT Practice (semester 3, week 6)	PT 200 Objective 6: Recognize when the direction to provide an intervention is beyond the scope of practice for the PTA and SPTA.	Case study assignment	Case study assignment and SA quiz question
	PT 350 Clinical III (semester 5)	PT 350 Objective 14: Participate in patient care in a legal and ethical manner according to current state practice act, professional APTA guidelines and third party payer regulations.	Clinical participation	Entry level rating on CPI criteria # 3,
7D2 Report to appropriate authorities suspected cases of abuse of vulnerable populations				
7D3 Report to appropriate authorities suspected cases of fraud and abuse related to the				

utilization of and payment for physical therapy and other health care services.				
7D4 Perform duties in a manner consistent with the Guide for Conduct of the Physical Therapist Assistant (APTA) and Standards of Ethical Conduct to meet the expectations of patients, member of the physical therapy profession, and other providers as necessary				
7D5 Perform duties in a manner consistent with APTA's Values Based Behaviors for the Physical Therapist Assistant.				
7D6 Implement, in response to an ethical situation, a plan of action that demonstrates sound moral reasoning congruent with core professional ethics and values.				
7D7 Communicate effectively with all stakeholders including patients/clients, family members, caregivers, practitioners, interprofessional team members, consumers, payers, and policymakers.				
7D8 Identify, respect, and act with consideration for patients'/clients' differences, values, preferences, and				

expressed needs in all work-related activities.				
7D9 Apply current knowledge, theory, and clinical judgment while considering the patient/client perspective and the environment, based on the plan of care established by the physical therapist.				
7D10 Identify basic concepts in professional literature including, but not limited to, validity, reliability and level of statistical significance.				
7D11 Identify and integrate appropriate evidence based resources to support clinical decision-making for progression of the patient within the plan of care established by the physical therapist.				
7D12 Effectively educate others using teaching methods that are commensurate with the needs of the patient, care giver or healthcare personnel.				
7D13 Participate in professional and community organizations and the available opportunities for volunteerism, advocacy, and leadership.				

<p>7D14 Identify career development and lifelong learning opportunities, including the role of the physical therapist assistant in the clinical education of physical therapist assistant students.</p>				
<p>7D15 Interview patients/clients, caregivers, and family to obtain current information related to prior and current level of function and general health status (e.g., fatigue, fever, malaise, unexplained weight change).</p>				
<p>7D16 Use the International Classification of Functioning, Disability and Health (ICF) to describe a patient/client's impairments, activity and participation limitations.</p>				
<p>7D17 Communicate an understanding of the plan of care developed by the physical therapist to achieve short and long term goals and intended outcomes.</p>				
<p>7D18 Review health records (e.g., lab values, diagnostic tests, specialty reports, narrative, consults, and physical therapy documentation) prior to carrying out the PT plan of care.</p>				

<p>7D19 Monitor and adjust interventions in the plan of care in response to patient/client status, clinical indications</p>				
<p>7D20 Report any changes in patient/client status or progress to the supervising physical therapist.</p>				
<p>7D21 Determine when an intervention should not be performed due to clinical indications or when the direction to perform the intervention is beyond that which is appropriate for the physical therapist assistant</p>				
<p>7D22 Contribute to discontinuation of episode of care planning and follow-up processes as directed by the supervising physical therapist.</p>				
<p>7D23 Demonstrate competence in implementing selected components of interventions identified in the plan of care established by the physical therapist. Interventions include:</p>				
<p>7D23a. Airway Clearance Techniques: breathing exercises, coughing techniques, and secretion mobilization</p>				
<p>7D23b. Application of Devices and Equipment: assistive /</p>				

adaptive devices , prosthetics, and orthotics				
7D23c. Biophysical agents: biofeedback, electrotherapeutic agents, compression therapies, cryotherapy, hydrotherapy, superficial and deep thermal agents, traction, and light therapies				
7D23d. Functional Training in Self-Care and in Domestic, Education, Work, Community, Social, and Civic Life				
7D23e. Manual Therapy Techniques: passive range of motion, therapeutic massage				
7D23f. Motor Function Training (balance, gait, etc)				
7D23g. Patient/client education				
7D23h. Therapeutic exercise				
7D23i. Wound management: isolation techniques, sterile technique, application and removal of dressing or agents, identification of precautions for dressing removal				
7D24 Demonstrate competence in performing components of data collection skills essential for carrying out the plan of care by administering appropriate tests and measures (before, during				

and after interventions) for the following areas:

7D24a. Aerobic Capacity and Endurance: measurement of standard vital signs, recognizing and monitoring of responses to positional changes and activities (e.g., orthostatic hypotension; response to exercise)				
7D24b. Anthropometrical Characteristics: measurements of height, weight, length and girth				
7D24c. Mental Functions: detects changes in a patient's state of arousal, mentation and cognition)				
7D24d. Assistive Technology: identify the individual's and caregiver's ability to care for the device; recognizing changes in skin condition and safety factors while using devices and equipment				
7D24e. Gait, Locomotion, and Balance: determine the safety, status, and progression of patients while engaged in gait, locomotion, balance, wheelchair management and mobility				
7D24f. Integumentary Integrity: detect absent or altered sensation; normal and abnormal				

integumentary changes; activities, positioning, and postures that aggravate or relieve pain or altered sensations, or that can produce associated skin trauma				
7D24g. Joint Integrity and Mobility: detect normal and abnormal joint movement				
7D24h. Muscle Performance: : measure muscle strength by manual muscle testing, observing the presence or absence of muscle mass, recognizing normal and abnormal muscle length, and changes in muscle tone				
7D24i. Neuromotor Development: detect gross motor milestones, fine motor milestones, and righting and equilibrium reactions				
7D24j. Pain: administer standardized questionnaires, graphs, behavioral scales, or visual analog scales for pain; and righting and equilibrium reactions, and recognizing activities, positioning, and postures that aggravate or relieve pain or altered sensations				
7D24k. Posture: describe alignment of trunk and				

extremities at rest and during activities				
7D24l. Range of Motion: measure functional range of motion and measuring range of motion using an appropriate measurement device				
7D24m. Self-Care and Civic, Community, Domestic, Education, Social and Work Life: inspecting the physical environment and measuring physical spaces; recognizing safety and barriers in the home, community and work environments; recognizing level of functional status, and administering standardized questionnaires to patients and others				
7D24n. Ventilation, Respiration and Circulation: Detect signs and symptoms of respiratory distress, and activities that aggravate or relieve edema, pain, dyspnea, or other symptoms; describe thoracoabdominal movements and breathing patterns with activity, and cough and sputum characteristics				
7D25 Complete documentation that follows professional guidelines, guidelines required by health care systems, and				

guidelines required by the practice setting.				
7D26 Respond effectively to patient/client and environmental emergencies in the clinical setting.				
7D27 Contribute to efforts to increase patient and healthcare provider safety.				
7D28 Participate in the provision of patient-centered interprofessional collaborative care.				
7D29 Participate in performance improvement activities (quality assurance).				
7D30 Describe aspects of organizational planning and operation of the physical therapy service.				
7D31 Describe accurate and timely information for billing and payment purposes.				