

**= CHAPTER 6 =**

**Student**  
**Performance**  
**Evaluation**

**Evaluation Within  
the Curriculum**

*Irene waited outside the classroom for her first practical examination. She wondered, “Am I really ready for this?” She had practiced for hours the night before on her roommate, but she still worried about this new experience. The door opened. A classmate left the room and didn’t look upset. She thought, “OK—I’m going to be fine.”*

Most evaluations within the physical therapist assistant curriculum are tied into a general purpose, explained in [Chapter 4](#), to ensure that students demonstrate mastery of specific knowledge, attitudes, and skills and that they meet predefined standards of performance.

There are several types of performance evaluations during the physical therapist assistant education experience, including written and practical examinations, writing evaluations, pre-

sentation ratings, and clinical performance evaluations.

## Written Examinations

Most students are experienced with written examinations through their academic experiences in primary school. There are many strategies that are valuable for succeeding on written examinations.

Forced-choice questions on written examinations are most commonly of three types:

1. Multiple choice
2. True-false
3. Matching

Constructed answers include three common types as well:

4. Fill in the blank
5. Short answer
6. Essay

## ***Multiple-Choice Examinations***

A multiple-choice question has a *stem* and multiple *options*. Successful test-takers pay attention to some specific characteristics in the 2 components of such questions that may provide clues to increase the examinee's chances of selecting the correct answer. It may also help to eliminate potential poor choices.

Example: A skin graft in the left axilla makes palpation of this muscle difficult in the posterior fold:

- A. Pectoralis minor
- B. Rhomboids
- C. Latissimus dorsi
- D. Coracobrachialis

To answer this question, we need to know surface anatomy and which muscle groups are palpable in the posterior axillary fold. Because *A* and *D* are

both in the anterior thorax and *B* does not cross the axilla, we can eliminate all choices *except C*, which is the correct answer.

Unless there is a penalty for guessing, always guess. Even if there is a penalty for guessing, it is to your advantage to guess if you can reduce your choices from 4 to 2 by a process of eliminating implausible options. [Table 6-1](#) provides some tips for success on multiple-choice examinations.

## ***True-False Questions***

Because there are only 2 options, you have a 50% chance of being correct on a true-false question. Unless there is a penalty for guessing, it is always to your advantage to guess.

Read carefully. Watch for specific determiners (always, never, only) and the direction of the statement (not, unable). These words will often exclude an

answer or be overlooked by a test taker in a hurry.

TABLE 6-1

## STRATEGIES FOR ANSWERING MULTIPLE-CHOICE QUESTIONS<sup>1</sup>

### *TEST-TAKING STRATEGIES*

#### **READ THE STEM CAREFULLY:**

**1. Identify key words in the stem that indicate negative direction** (not, except, never, unacceptable, unrelated, least).

Look for answers to eliminate that would answer the opposite question.

The least likely to succeed on a multiple-choice test will be:

- a. The student who studies only class notes
- b. The student who does not study until the night before the test
- c. The student who prepares a little every day

**EXAMINE THE OPTIONS.** There are clues that will help you eliminate incorrect answers (also known as the distracters).

**4. Look for specific determiners in options** (just, always, never, all, every, none, only).

These terms place limits on statements that would be considered correct. You can usually eliminate answers with a specific determiner, unless they illustrate a law or principle that is very important. In the following example, *a* and *b* use specific determiners.

When taking your pulse during exercise:

- a. Never count for less than 10 seconds
- b. Always start when the second hand is on the 3, 6, 9, or 12
- c. Be careful not to use your thumb
- d. Find the carotid pulse just below the collarbone

**5. Identify opposites in options—one of them can be correct or both can be eliminated.** In the following example, *b* and *d* can

d. The student who does not read the questions

**2. Identify key words in the stem that indicate value, rank, or priority** (first, initially, best, most, initial).

Rank the options you think are MOST wrong and work backwards.

The **most** important reason to learn test-taking strategies is:

- a. To succeed in college and other testing situations
- b. To increase your intelligence
- c. To receive scholarships and grants
- d. To prevent depression from poor grades

**3. Identify clues in the stem** (look for a similar phrase in the answer).

The term dysuria denotes:

- a. Glucose in the blood
- b. Difficulty speaking
- c. Pain on urination
- d. Voiding at night

be eliminated because neither is correct and they are opposites.

In relation to the average child, a hyperactive child is:

- a. Easily taught in a large class
- b. Nonviolent, except when provoked
- c. Difficult to focus on a task
- d. Often abusive to other children

**6. Identify equally plausible/unique options.**

If there are 2 items that are no better or no worse than the other option, you can usually eliminate both. In the following example, *a* and *c* are similar and thus neither is correct.

If your computer screen does not illuminate when you turn on the computer, the first thing you should do is:

- a. Turn the power off and on again quickly
- b. Check the brightness controls of the monitor

c. Shut it off; wait 30 seconds, then turn on again

d. Hit the monitor gently on the side

### **7. Identify duplicate facts in options.**

When an option contains 2 or more facts that are identical and you can identify 1 part as being correct, you can usually eliminate 2 options that are distracters. In the following example, the only 2 answers with a “typical college student” age group are *a* and *c*. Therefore, *b* and *d* can be eliminated.

The most common age groups on campus (including all students, faculty, and staff) are:

a. 21 to 25 and 45 to 50

b. 16 to 20 and 31 to 35

c. 21 to 25 and 56 to 60

d. 36 to 40 and 51 to 55

Adapted from Curtis KA. *Test-taking: UNIV 001: University Orientation*. Fresno, CA: California State University; 1999.

### **Example:**

T F The only people not at risk for HIV infection are married men and women.

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## *Matching Questions*

With matching questions, it is always important to read the directions carefully. Know where you will place the correct answer and determine out how many times an option can be selected. Eliminate the incorrect responses first, then work with the rest.

Place the number of the correct term in Column B that represents each abbreviation in Column A. You may use each item only once. Consider the context and the likelihood that 1 of 2 possibilities is incorrect.

Example:

- |            |                               |
|------------|-------------------------------|
| ___a. LOL  | 1. Taking care of business    |
| ___b. TCB  | 2. Two geese in the forest    |
| ___c. TGIF | 3. Laughing out loud          |
| ___d. PI   | 4. Postal inspector           |
|            | 5. Totally courageous boss    |
|            | 6. Thank goodness it's Friday |
|            | 7. Principal investigator     |
|            | 8. Lots of luck               |

## ***Fill in the Blank***

Be careful to read the question carefully and to match your answer to the

question that is asked. Be sure that your answer fits grammatically (the part of speech, for example, neurological vs neurology) and the same level of complexity or classification of terms.

Example:

In a multiple-choice question, there is a *stem* and multiple \_\_\_\_\_.

First, by reading the sentence, we know that this should be a noun and it should be plural. So, we can then narrow the response to *answers?* or *choices?* Or, if we recall the specific terminology used earlier in this chapter, we would, of course, respond with *options*.

## ***Short Answer***

Short-answer questions allow a 2- to 3-sentence response to a directed

question. Read the question carefully. Respond directly in line with the question asked. Be specific, clear, and concise. Number the responses if appropriate. If asked, give a simple rationale for your answer.

Give 3 characteristics of a lower motor neuron lesion.

Response: Three characteristics of lower motor neuron lesions are:

1. Flaccid muscle paralysis
2. Absent deep tendon reflexes
3. Hypotonicity in response to passive movement

## ***Essay***

Essays are longer samples of timed writing that indicate your ability to organize your thoughts and respond to a more complex issue. Be sure to read the question carefully.

Essay questions often ask for responses that compare key features of one phenomenon with another. They may ask for arguments in favor of or arguments against a particular stance. They sometimes ask for a response and then a rationale for that response.

Help the reader to understand your answer. Organize your responses to the question in the same order as the question is asked. Use subtitles to organize your response where appropriate. The following example demonstrates an essay question:

Example:

Instructions

Answer the following questions. Organize your response (you may use scrap paper to do this). Be clear and concise. Be sure you answer all parts of the question. Write legibly and in the space available. Illegible answers cannot be graded.

Question:

In the managed care era, several trends have occurred that affect the delivery of physical therapy services. Indicators forecast further downsizing of health care institutions and a shift to prospective payment systems.

Why is evidence-based practice an attractive alternative in this changing health care environment? Describe 3 problems that the physical therapy profession may face in using this practice model. ***Your response?***

First re-read the question. Outline your response. There are 2 questions being asked. This essay is asking you to consider evidence-based practice *within a defined context*.

A well-written essay would start with an introductory paragraph defining evidence-based practice, then answer the first question. The responses to the first question must be regarding the described trend of the down-

sizing of health care institutions and the shift to prospective payment systems. Why is evidence-based practice especially important under these conditions?

Then, the responses to the second question could consist of 3 paragraphs to describe 3 problems that may arise as physical therapists and physical therapist assistants attempt to use evidence-based practice. The final paragraph should be a summary statement addressing the value of evidence-based practice.

Use subtitles, such as *Evidence-based practice*, *Problems*, and *Summary*, to organize your response and make it easier for the reader to identify your responses to various parts of the question. Use words, such as *first*, *further*, and *finally*, to help the reader define where your points begin and end.

# Writing Assignments

Types of writing assessments and styles are covered in [Chapter 7](#). Writing is evaluated and graded in the context of the purpose of the assignment. There are some desirable characteristics of all types of writing, including clarity, topic development, and correct grammar and spelling.

It is often helpful for students to assess their own writing and the writing of their peers prior to turning in assignments. The scoring criteria used in [Table 6-2](#) may be beneficial in reviewing your work.

# Presentations

Strategies for preparing projects and presentations are covered in [Chapter 7](#). Performance during a class

presentation is often graded. Students are usually graded on content, style, quality of presentation, and evidence of having met the objectives of the assigned project. Look at the sample assignment and evaluation form in [Table 6-2](#) for evaluating a presentation.

Peer evaluation is also very important. The following is an example of a peer evaluation form that can be completed by the audience during a class presentation.

## Practical Examinations or Performance Assessments

### **PRESENTATION    FEEDBACK FORM**

Date \_\_\_\_\_

Sub-  
ject: \_\_\_\_\_

–

Speaker(s) \_\_\_\_\_  
\_\_\_\_\_

1. What was most helpful or most interesting about this presentation?

2. What would you like to know more about this subject?

3. What suggestions would you make regarding this presentation?

4. What new ideas or insights have you gained from this presentation?

*Practical examinations* are commonly used in courses that cover physical therapy tests and measures and/or interventions. They are usually case based and require the student to read a case and then simulate performance of tests or interventions with another classmate or standardized patient.

A *standardized patient* is a paid volunteer who plays the role of a patient for the purpose of examining students. Standardized patients are usually trained and may have real diagnostic findings that students must accurately measure and treat per the simulated physical therapist's evaluation and plan of care.

During a practical examination, students are given the opportunity to interact with a "patient" and to provide test/measures and treatment procedures following completion of this content within the curriculum. In addition, many programs require a comprehensive practical examination as an

important means for the academic faculty to confirm student competence as a prerequisite to participating in full-time clinical internships.

The following example is typical of a case study that you might be given during a practical examination:

### Case Study<sup>3</sup>

This is a 62 y.o. Hispanic female with hx of severe DJD right knee who underwent TKA x 1 day. Pt lives in one story home alone with adult children living in town. PMH includes HTN, LBP, and DM. She has received P.T. previously for her LBP. Has never used an assistive device. Received orders this A.M. for transfer/gait training WBAT R.

The P.T. performed eval and initial treatment this A.M. and has put this patient on your schedule for this afternoon. This A.M. the pt. transferred supine to sit with mod asst x 1; sat on the edge of bed x 5 mins while performing deep breathing exs; stood at bedside

with a standard walker x 5 mins requiring min to mod assist x 2 working on erect posture and accepting weight on R; took 3 steps requiring verbal/tactile cues and mod assist x 1 when became nauseated and requested to go back to bed. Vitals remained stable. The "P" from the initial note includes: transfer training, gait training with assistive device WBAT R, ther ex and pt/family education.

In your Rx, work toward achieving the following goals:

Pt. will:

1. Transfer I supine to sit to stand in 2 Rxs.
2. Ambulate with walker to bathroom with min assist x 1 & no verbal cues for safety or walker management in 3 Rxs.
3. Demonstrate R knee AROM -5 – 90 degrees flexion in 3 Rxs.

4. Demonstrate LE strengthening ex program satisfactorily prior to DC.

Grading of a practical examination is done by observation of student performance. Student performance and choices during the examination reflect problem solving and safe judgment, as well as understanding and competent application of course content. Communication skills come into play, as students must question the patient, give instructions, and listen to what the patient says. Performance also includes a psychomotor component, in that students must position themselves and the patient appropriately and demonstrate effective and safe handling skills. Take a look at the practical examination performance evaluation criteria in [Table 6-3](#).

TABLE 6-2

**SAMPLE ORAL/WRITTEN  
PRESENTATION WITH GRADING  
CRITERIA FOR *PTA SYSTEMS/  
PROBLEMS IN PHYSICAL THERAPY*<sup>2</sup>**

1. The student will select 3 choices of an orthopedic or neurological condition involving a child or adult client.
2. The student will have one of the 3 conditions selected assigned to them.

\*NO DUPLICATIONS OF TOPICS  
WILL OCCUR\*

If in the assignment process there are limited choices due to duplication of the conditions turned in by students, RANDOM ASSIGNMENTS WILL BE MADE.

3. Out-of-class time will be required to research and prepare for this project.
4. The student will prepare a 5- to 7- page, typewritten report, including

the required outline topics. Please use a 12-point font.

5. To complete this project, the student will contact one physical therapist (or assistant) colleague who works with clientele with this condition. Failure to complete this aspect of this assignment will result in a zero.
6. The student will observe this colleague evaluating and/or treating a person with this neurological condition in the clinic.
7. The written report will include at least 2 references from a peer-reviewed journal to support information in the written/oral report. Referencing must be done according to the *Publication Manual of the American Psychological Association* (American Psychological Association, 2009).
8. The student will present a 15-minute oral presentation to the class, including a BRIEF demonstration of 1

treatment strategy that is commonly used with this type of client by a physical therapist and/or assistant. Be able to discuss the underlying rationale for this treatment approach. Failure to arrive for your scheduled presentation time and failure to participate during classmates presentations may result in a zero.

9. The student will provide each classmate with a copy of the written report (with references) at time of oral presentation.

10. The student will use client-centered, nondiscriminatory language.

PHYSICAL THERAPIST ASSISTANT SYSTEMS/  
PROBLEMS

ORAL/WRITTEN PRESENTATION GRADING CRITERIA

**NAME** \_\_\_\_\_

**DATE** \_\_\_\_\_

Oral Presentation

/20

Speaking skills

/05

Eye contact/clarity/volume/  
body language

/05

Conciseness/vocabulary

/05

Audiovisual material informa-  
tive and clear

/05

Report copies distributed to  
classmates

/10

Sequential/organization

/10

All required components  
addressed/physical therapy  
management presented

/10

Therapy treatment technique  
clinically sound and appro-  
priately demonstrated



Adapted from Newman PD. *Oral/Written Presentation: PTA 2113 Systems/Problems in Physical Therapy*. Oklahoma City, OK: Oklahoma City Community College; Fall 2003.

## Clinical Simulation

Many health professions' education programs are now using clinical simulation and associated instructional technologies to introduce the student to the clinical environment. Simulations are developed to involve a number of different components that simulate decision making and skills needed for clinical practice, as well as critical communications with the rest of the health care delivery team.<sup>4</sup>

Physical therapist assistant and physical therapy students typically participate with other members of the health care team in learning how to manage patients at the bedside, adapt to a changing clinical picture, and solving problems collaboratively. Life-size

/70

**Oral Presentation Sub-total**

Written Report

/50

Includes all outline topics and appropriate length

/10

References with abstracts included

/50

Clinically sound therapy management and most of report focuses on therapy management

/20

Uses appropriate spelling/grammar/medical terminology/punctuation

/20

Organization

/150

**Written Report Sub-total**

**TOTAL: /220**



manikins are often used to enable students to learn to manage hospital beds, Foley catheters, intravenous lines, and other attachments. Some manikins are computer-controlled and are programmable to exhibit breath sounds, pulses, and cardiac rhythms. Some mannikins can also speak to students through a third party who is stationed in a remote location.

Students also practice their skills with *standardized patients* (trained actors who play a given role). These patients simulate weakness, motor control problems, sensory loss, unresponsiveness, and various symptoms to give students valuable opportunities to recognize and address specific issues.

Student performance in these scenarios is often recorded and reviewed at a later time. Student evaluation is typically conducted using specific performance criteria.

# Clinical Performance Evaluation

The *Physical Therapist Assistant Clinical Performance Instrument* (PTA CPI) is a clinical rating instrument in wide use in physical therapist assistant clinical education programs.<sup>5,6</sup> It was developed to evaluate knowledge, skills, and attitudes in 14 clinical performance criteria. Each of these performance criteria is accompanied by a list of essential skills that serve as examples of the item ([Table 6-4](#)).

TABLE 6-3

**SAMPLE PERFORMANCE  
EVALUATION CRITERIA  
(COMPREHENSIVE CHECK OUT)<sup>3</sup>**

## *EVALUATION FORM*

Student      Therapist:\_\_\_\_\_Problem  
#\_\_\_\_\_

Patient:\_\_\_\_\_

Date\_\_\_\_\_

Please rate the student therapist assistant  
using the following rating scale:

Completes skill competently entirely without  
assistance = 3

Completes skill competently with minimal as-  
sistance = 2

(Requires 2 or less verbal cues from evaluator)

Completes skill competently with assistance\*  
= 1

(Requires more than 2 verbal cues from evalu-  
ator)

Unable to complete/safely complete skill or  
omits this skill component = Needs improve-  
ment (NI)\*

1. Introduces self appropriately\_\_\_\_\_

2. Dressed appropri-  
ately\_\_\_\_\_

8. Chooses appropriate exercises/instructs correctly\_\_\_\_\_

9. Issues home exercises/instructions correctly\_\_\_\_\_

10. Provides safe/effective treatment session\_\_\_\_\_

11. Demonstrates problem solving/proper judgment\_\_\_\_\_

Com-  
ments:\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Evaluator:\_\_\_\_\_



Pass:\_\_\_\_\_ Redo:\_\_\_\_\_

\*The student must re-do if they receive 1 N.I. or more than two scores of 1.

Adapted from Newman PD. *Comprehensive Skills Check/Tutorial Evaluation Form*. Oklahoma City, OK: Oklahoma City Community College; May 2003.

TABLE 6-4

**EXAMPLE OF THE PERFORMANCE  
CRITERIA INCLUDED IN THE  
CLINICAL PERFORMANCE  
INSTRUMENT<sup>6</sup>**

1. **Safety:** Performs in a safe manner that minimizes risk to patients, self, and others. 
2. **Clinical Behaviors:** Demonstrates expected clinical behaviors in a professional manner in all situations. 
3. **Accountability:** Performs in a manner consistent with established

3. Communicates (verbally/nonverbally) appropriately\_\_\_\_\_

4. Explains treatment/answers questions\_\_\_\_\_


5. Performs reevaluation tests and measures. List specifically: ie, MMT, goniometry, gauges amount of assistance, palpation.



_____	_____
_____	_____
_____	_____
_____	_____

6. Chooses appropriate treatment/interventions within physical therapist's plan of care:

_____	_____
_____	_____
_____	_____
_____	_____

7. Monitors safety/comfort/modesty of patient\_\_\_\_\_

legal standards, standards of the profession, and ethical guidelines. 

4. **Cultural Competence:** Adapts delivery of physical therapy services with consideration for patient differences, values, preferences, and needs.
5. **Communication:** Communicates in ways that are congruent with situational needs. 
6. **Self-Assessment and Lifelong Learning:** Participates in self-assessment and develops plans to improve knowledge, skills, and behaviors.
7. **Clinical Problem Solving:** Demonstrates clinical problem solving. 
8. **Intervention: Therapeutic Exercise:** Performs selected therapeutic exercises in a competent manner.
9. **Interventions: Therapeutic Techniques:** Applies selected manual therapy, airway clearance, and integumentary repair and protection techniques in a competent manner.

10. **Interventions: Physical Agents and Mechanical Modalities:** Applies selected physical agents and mechanical modalities in a competent manner.
11. **Interventions: Electrotherapeutic Modalities:** Applies selected electrotherapeutic modalities in a competent manner.
12. **Interventions: Functional Training and Application of Devices and Equipment:** Performs functional training in self-care and home management and application and adjustment of devices and equipment in a competent manner.
13. **Documentation:** Produces quality documentation\* in a timely manner to support the delivery of physical therapy services.
14. **Resource Management:** Participates in the efficient delivery of physical therapy services.

Adapted from *Physical Therapist Assistant Clinical Performance Instrument 2009*. Alexandria, VA: American Physical Therapy Association; 2007. [http://learningcenter.apta.org/AppSvr/LearningCenter/courses/PTACPI/Module1/data/downloads/final\\_pta\\_cpi\\_.pdf](http://learningcenter.apta.org/AppSvr/LearningCenter/courses/PTACPI/Module1/data/downloads/final_pta_cpi_.pdf). Accessed July 18, 2013.

A Web-based system (*PTA CPI Web*) allows students to self-assess, while letting clinical instructors evaluate clinical performance throughout the clinical education experience, with formal documentation required at the mid- and final-evaluation periods. The clinical instructor may also enter narrative comments about the student's progress. The *PTA CPI Web* also provides for centralized communication among the ACCE/DCE, CCCE, clinical instructor, and student. ([Table 4-4](#) introduced these roles.)

Students are rated using 5 performance anchors: *beginning performance*, *advanced beginner performance*, *intermediate performance*, *advanced intermediate performance*, and *entry-level performance*. Students may also receive

accomplishments in one course or cumulatively over a period of academic and clinical education. The portfolio can include clinical case studies, papers, presentations, reflections, and clinical performance assessments.<sup>7</sup>

The online portfolio serves as a collection of the student's work over the course of the educational program and into the workplace. The portfolio may be made available to academic and clinical faculty, as well as prospective employers. Furthermore, as the portfolio is developed, it can become a valuable professional development tool. Various software and websites are available to develop such a portfolio.

# Practice Examinations Simulating the State Licensure Examination

Many programs also require that students successfully complete practice examinations to prepare for the state licensure examination. It is very helpful to prepare by using the content and format of this examination, which includes content directed at clinical application, data collection, and interventions conducted by the physical therapist assistant. More information about the licensure examination is available in [Chapter 21](#).

## Summary

Student performance is evaluated

indicators of *significant concern* or *performance with distinction*, which indicates performance beyond that expected of entry-level performance.

Of the 14 performance criteria, 5 are considered critical. These include safety, clinical behaviors, accountability, communication, and clinical problem solving (#1, 2, 3, 5, and 7 in [Table 6-4](#)). These criteria, if not met, constitute “red flags” (🚩) or issues that must be resolved for the student to successfully complete the experience. Clinical instructors may also enter ratings indicating significant concerns and/or performance with distinction.<sup>6</sup> Narrative comments are intended to amplify and explain ratings.

## Online Portfolios

An online portfolio is a web-based tool used to collect and display products that illustrate student learning and

at many points and through many different procedures during the educational process. Students who understand the criteria on which they are being graded and practice in ways that simulate examination conditions should fare well. Sound preparation and effective use of test-taking strategies are keys to success, not only during the academic program but in successfully obtaining licensure as well. Performance evaluation serves a critical role in determining clinical competence and identifying student needs.

## References

1. Curtis KA. *Test-taking: UNIV 001: University Orientation*. Fresno, CA: California State University; 1999.
2. Newman PD. *Oral/Written Presentation: PTA 2113 Systems/Problems in Physical Therapy*. Oklahoma City, OK:

[PTACPI/Module1/data/downloads/final\\_pta\\_cpi .pdf](#). Accessed July 18, 2013.

7. Klenowski V, Askew S, Carnell, E. Portfolios for learning, assessment and professional development in higher education. *Assessment & Evaluation in Higher Education*. 2006;31(3):267-286. doi.10.1080/02602930500352816.

# PUTTING IT INTO PRACTICE

1. Survey your course syllabi for the current semester. Write the due dates of all quizzes, written examinations, practical examinations, and assignments on your daily planning calendar.
  
2. On what dates do you have multiple examinations or assignments due?

3. Record the results on your syllabus of any tests or assignments you have completed thus far.
  
4. What clinical performance rating system is used in your curriculum?
  
5. If you were given the choice of an examination or a project as a means to evaluate your performance, which would you choose? Why?

6. Most successful students are fairly accurate in their self-assessment of their skills and knowledge. What opportunities in the past have you had to evaluate your own performance?

What opportunities do you or will you have in the physical therapist assistant education program to perform self-assessment?



Oklahoma City Community College;  
Fall 2003.

3. Newman PD. *Comprehensive Skills Check/Tutorial Evaluation Form*. Oklahoma City, OK: Oklahoma City Community College; May 2003.
4. *Honing Skills Through Clinical Simulation*. Laerdal Medical Web page. <http://www.laerdal.com/us/UserStories/45427098/Honing-Skills-Through-Clinical-Simulation>. Accessed July 18, 2013.
5. Task Force for the Development of Student Clinical Performance Instruments. The development and testing of APTA Clinical Performance Instruments. American Physical Therapy Association. *Phys Ther*. 2002;82(4):329-353.
6. *Physical Therapist Assistant Clinical Performance Instrument 2009*. Alexandria, VA: American Physical Therapy Association; 2007. <http://learningcenter.apta.org/AppSvr/LearningCenter/courses/>