

**Assurance of Student Learning
2020-2021**

College of Health and Human Performance

Physical Therapy

0013

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Use this page to list learning outcomes, measurements, and summarize results for your program. Detailed information must be completed in the subsequent pages.

Student Learning Outcome 1: Students will demonstrate entry level competence in physical therapy knowledge and clinical skills.

Instrument 1 National physical therapy examination (NPTE)

Instrument 2 DPT Comprehensive Exam (DPT-CE)

Instrument 3 Clinical Performance Instrument (CPI)

Instrument 4 Practice Exam & Assessment Tool (PEAT)

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.

Met

Not Met

Student Learning Outcome 2: Students will demonstrate integrity, ethics, professional behaviors, and empathetic attitudes in their practices.

Instrument 1 Clinical Performance Instrument Professional Practice Item # 2 – Professional Behaviors

Instrument 2 Clinical Performance Instrument Professional Practice Item # 3 – Accountability

Instrument 3

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.

Met

Not Met

Student Learning Outcome 3: Students will effectively disseminate the results of scholarly activity in local, regional, national, and/or international venues.

Instrument 1 Oral presentation of research, DPT 790

Instrument 2 Oral presentation of research, DPT 785

Instrument 3

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.

Met

Not Met

Program Summary (Briefly summarize the action and follow up items from your detailed responses on subsequent pages.)

The program will take the following actions related to assessment of SLO-1 during AY 2020-2021: 1) Update SLO-1, measurement instrument 1 to reflect results of all 29 graduates when official data is available from FSBPT; 2) Add pass rate on the PEAT as a fourth measurement instrument for SLO-1 in consideration of the revised placement of the exam; 3) Change methods for measurement instrument 2 to reflect “students not passing the PEAT exam are required to take the DPT-CE and pas the exam within 3 attempts”; 4) Change the Program Success Target for measurement instrument 2 to 100% of students taking the exam. The program will take the following actions related to assessment of SLO-3 during AY 2021-2022: 1) add measurement instrument 3- : Peer

Review Acceptance of Scholarly Research as Manuscript Publication or Conference Presentation with a criterial of success threshold set at 45% of students in the graduating cohort. Timeline for the actions identified: Implementation in August 2021, reporting of results in ASL f2021-2022.

Student Learning Outcome 1

Student Learning Outcome	Students will demonstrate entry level competence in physical therapy knowledge and clinical skills.		
Measurement Instrument 1	Direct measures of student learning: The NPTE is developed by the Federation of State Boards of Physical Therapy (FSBPT) to assess entry-level competence. All graduates from an accredited program of physical therapy are required to take and pass the NPTE before becoming licensed as a physical therapist. The NPTE consists of 200 items that cover the major areas of physical therapy practice reflected in 4 content areas and 5 body systems.		
Criteria for Student Success	Program graduates will pass the NPTE within 18-months of graduation.		
Program Success Target for this Measurement	100% Ultimate Pass Rate on the NPTE 85% First Time Pass Rate on the NPTE	Percent of Program Achieving Target	As of 9/1/21, 27/28 students had taken the NPTE, with a first time pass rate of 96% (26/27). One student will be taking the NPTE in October and the student that did not pass on the first attempt will be re-taking the NPTE in October. Final data will be updated upon receipt of scores from the FSBPT.
Methods	DPT program graduates register to take the NPTE at specific testing centers, with WKU DPT Graduates typically registering to take the exam in July following their May graduation. For the 2021 cohort, 28/29 students completed the exam in July 2021 and 1 student will be taking the exam in October. Percent of program achieving target is determined from official results provided by the FSBPT in September 2021. Program results towards this SLO will be updated in November.		
Measurement Instrument 2	Direct measures of student learning: The DPT-CE is a computer-based, multiple choice, timed examination developed by DPT faculty. The examination format follows the NPTE format, consisting of 200 items covering 4 content areas and 5 body systems. The content is comprehensive and items are drawn from each course in the curriculum. Items are linked to each content area following the blueprint of the NPTE		
Criteria for Student Success	At the end of the program, students should achieve an average score of 70% or greater on the DPT-CE.		
Program Success Target for this Measurement	100%	Percent of Program Achieving Target	100%
Methods	The DPT-CE is administered as a component of DPT 790 (PT Seminar) which is the last didactic course in the curriculum and is offered in the final semester of the 3-year DPT curriculum, after students have completed all clinical education experiences. As outlined in the program's 2019-2020 ASL Program Summary, the DPT-CE was reviewed and updated prior to administration in 2021 by program faculty who did not originally develop the DPT-CE so that the exam would reflect content instructed by current faculty. The DPT-CE is administered to the cohort in a computer lab over a timed 4-hour period using Blackboard learning management system (LMS). Upon conclusion of the DPT-CE, immediate and automatic scoring of each student's performance occurs on the LMS. The DPT Program Coordinator of Assessment and Student Success and the DPT Department Chair calculates the percentage score for each student from Blackboard raw scores and reviews the percentage scores to determine the number and percent of students that achieve a passing score. Students are able to take the exam up to 3 times during DPT 790. If a passing score is not attained after 3 attempts, the student receives an incomplete in DPT 790 and is referred to the DPT Academic Review Committee.		
Measurement Instrument 3	Direct measures of student learning. The CPI is an assessment tool developed by the American Physical Therapy Association (APTA) for use in quantifying student performance in the clinical environment against entry-level expectations of a licensed physical therapist. The CPI contains 18 distinct criteria of behaviors and actions expected of a physical therapist in clinical practice. Items 1-6 pertain to measures of		

	Professional Practice while items 7-18 pertain to Patient Management. Students are assessed by clinical faculty/instructors (CI) on their performance at mid-term and completion of each clinical experience using Likert rankings with “beginning” on the left (or low) end of the scale and “beyond entry-level” on the right (or upper) end of the scale. Clinical instructors provide direct supervision and clinical instruction of DPT students during full time clinical educational experiences under agreement between WKU and affiliating sites to which the CI’s are employed. Prior to commencing clinical supervision and instruction, CI’s complete online training developed for the APTA in use of the CPI and are required to pass a competency assessment. CPI software converts the Likert rankings to numeric scores of 0-21, where entry-level corresponds to scores of 17-20 and beyond entry level performance corresponds to a score of 21.		
Criteria for Student Success	For each CPI item relating to Patient Management (items 7-18), students will achieve a rating of entry-level (17-20) by the completion of the final clinical experience as assessed by clinical faculty/instructors.		
Program Success Target for this Measurement	100	Percent of Program Achieving Target	100%
Methods	CPI-Web is an online database of student evaluation data input by CI’s and students during clinical education experiences. Final CPI rankings of items 7-18 by CI’s during the last two clinical experiences (DPT 753, DPT 754) are used to assessment SLO 1. CPI scores range from 0-21, where entry-level corresponds to scores of 17-20 and beyond entry level performance corresponds to a score of 21. The Director of Clinical Education downloads the relevant data from CPI-web into an Excel workbook for analysis. For each item examined, the number and percent of students achieving a score of 17 or higher is calculated. The data is stored in the WKU-DPT shared drive to which access is limited to DPT faculty and staff.		
Based on your results, highlight whether the program met the goal Student Learning Outcome 1.		Met	Not Met
Actions (Describe the decision-making process and actions for program improvement. The actions should include a timeline.)			
Results were discussed during the faculty meeting held at the beginning of the AY 21-22. While the program achieved the designated targets in all measurement indicators, official data for all students on measurement instrument 1, NPTE, will not be available until November 2021.			
Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)			
Measure 1 will be completed when the official scores on the NPTE are provided by FSBPT with an estimated timeline of November 2021.			
Next Assessment Cycle Plan (Please describe your assessment plan timetable for this outcome)			
SLO 1 will be assessed in May 2022 with data review completed by August 2022, pending the NPTE exam cycle date by the 2022 cohort. As recommended by the DPT Assessment Committee and approved by DPT faculty, the program will be pilot testing a new process to assess entry-level competency which will involve administration of the PEAT (Practice Exam and Assessment Tool, published by FSBPT) prior to the DPT-CE. Although research shows the PEAT to be a strong predictor of passing the NPTE on the first attempt, program procedures have been to administer the DPT-CE prior to the PEAT, with only the requirement of passing the DPT-CE. The PEAT results were used by students to develop an individual study plan for the NPTE. It is the thought of program faculty that, under the current procedures, students may place more effort towards the DPT-CE than the PEAT, thus contributing to the low pass scores on the PEAT in prior years. Given research supporting use of the PEAT as a predictor of first time pass on the NPTE and absence of data supporting the predictive ability of the DPT-CE, program procedures in AY 2021-2022 will trial administration of the PEAT prior to the DPT-CE. Students passing the PEAT will not be required to pass the DPT-CE. Students not passing the PEAT will be required to pass the DPT-CE as a component of DPT 790. This may provide the students and program a predictive estimation of readiness for the NPTE and entry-level competence. Measurement instruments will be the NPTE, PEAT, DPT-CE and the CPI (items 7-18). The Department Chair and the chair of DPT Assessment committed will review data collected from the NPTE and DPT-CE, while the DPT Director of Clinical Education will review data from the CPI.			

Student Learning Outcome 2	
Student Learning Outcome	Students will demonstrate integrity, ethics, professionalism, and empathetic attitudes in their practices.
Measurement Instrument 1	Direct measure of student learning. Item 2, Professional Behaviors, of the CPI was selected to track SLO 2 based on the sample behaviors used to guide the assessment of student competence in their ability to “demonstrate professional behavior in all situations”. These behaviors include “demonstrates integrity in all interactions” and “exhibits caring, compassion, and empathy in providing services to patients”.

Criteria for Student Success	Students will be “entry-level” on criterion item 2, professional behaviors, at the completion of the final clinical experience.		
Program Success Target for this Measurement	100%	Percent of Program Achieving Target	100%
Methods	Final CPI rankings of item 2 by the clinical faculty/instructors during the terminal clinical experience (DPT 754) is used to assessment SLO 2. CPI scores range from 0-21, where entry-level corresponds to scores of 17-20 and beyond entry level performance corresponds to a score of 21. The Director of Clinical Education downloads the relevant data from CPI-web into an Excel workbook for analysis. The number and percent of students achieving a score of 17 or higher on item 2 is calculated. The data is stored in the WKU-DPT shared drive to which access is limited to DPT faculty and staff.		
Measurement Instrument 2	Direct measure of student learning. Item 3, Accountability, of the CPI was selected to track SLO 2 based on the sample behaviors used to guide the assessment of student competence in the ability to “practice in a manner consistent with established legal and professional standards and ethical guidelines”.		
Criteria for Student Success	Students will be “entry-level” on criterion item 3, accountability, at the completion of the final clinical experience.		
Program Success Target for this Measurement	100%	Percent of Program Achieving Target	100%
Methods	Final CPI rankings of item 3 by the clinical faculty/instructors during the terminal clinical experience (DPT 754) is used to assessment SLO 2. The Director of Clinical Education downloads the relevant data from CPI-web into an Excel workbook for analysis. The number and percent of students achieving a score of 17 or higher on item 2 is calculated. The data is stored in the WKU-DPT shared drive to which access is limited to DPT faculty and staff.		
Measurement Instrument 3			
Criteria for Student Success			
Program Success Target for this Measurement		Percent of Program Achieving Target	
Methods			
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.			Met Not Met
Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)			
Results were reviewed during the end of AY 20-21 faculty meeting in May 2021. The success target was met on both measurement instruments.			
Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)			
The program will continue to use the identified direct measurement instruments for SLO2 which are administered during each clinical experience with the target criteria occurring by the completion of the final clinical education experience which occurs during the last semester of the program. The Director and Associate Director of Clinical Education will review the CPI during clinical education courses DPT 751, 752, 753 to ensure that all students are progressing appropriately toward entry level on CPI indicators 2 and 3 which is the established criteria for success.			

Next Assessment Cycle Plan (Please describe your assessment plan timetable for this outcome)

SLO2 will be assessed in May 2022 for all students completing DPT 754 in spring semester 2022. The Director of Clinical Education will review CPI indicators 2 and 3 from all students and report the data to the Program Chair.

Student Learning Outcome 3

Student Learning Outcome	Students will disseminate the results of scholarly activity in local, regional, national, and/or international venues.		
Measurement Instrument 1	Direct measure of student learning. A requirement of DPT 790 (Physical Therapy Seminar) students are required to effectively conduct an oral presentation of their completed research project in a local professional meeting and to respond to questions from DPT faculty and session attendees.		
Criteria for Student Success	Students should attain an average score of ≥ 6 (good -slightly above average, small number of improvements possible) across all items on the DPT 790 Oral Exam Rubric from all faculty and clinician raters. For each criterion, rubric scores range from 0 (very poor) to 10 (superior- far above average, no improvements needed).		
Program Success Target for this Measurement	100%	Percent of Program Achieving Target	100% (29/29)
Methods	All DPT faculty were present for each student research presentation at the Western District Physical Therapy Spring Meeting held via Zoom on 4/27/21. Using DPT 790 Research Presentation Rubric administered via qualtrics, students were evaluated on the ability to effectively communicate background information, project methodology, data analysis, results, key findings, clinical implications, and responses to faculty/audience questions. For each criterion, rubric scores range from 0 (very poor) to 10 (superior- far above average, no improvements needed). Qualtrics average scores were reviewed by the program Director to determine the percentage of students scoring ≥ 6 (good - slightly above average, small number of improvements possible) across all items.		
Measurement Instrument 2	Direct measure of student learning. The DPT curriculum includes five research courses offered in sequence over the three-year program. Across this course sequence, students work with faculty mentors to complete a research project. DPT 785 (Research in Physical Therapy V) is the final course in this sequence and is typically offered in fall semester of year 3. During AY 2020-2021, DPT 785 was offered in spring semester of curricular year 3. Students are required to conduct an oral presentation of their completed research project and to respond to questions from DPT faculty as a component of the grading assessment for DPT 785.		
Criteria for Student Success	Students should attain an average score of ≥ 1 (proficient) across all items on the DPT 785 Oral Exam Rubric from all faculty raters. For each criterion identified in the rubric, scores ranged from 0-2, where 0=novice, 1=proficient, and 2=excellent).		
Program Success Target for this Measurement	100%	Percent of Program Achieving Target	100% (29/29)
Methods	All DPT faculty were present for each student research presentation. Using DPT 785 Oral Presentation Rubric, faculty evaluated students on the ability to clearly articulate the background information, project methodology, data analysis and results, clinical implication of findings, and responses to faculty questions. For each criterion identified in the rubric, scores ranged from 0-2, where 0=novice, 1=proficient, and 2=excellent). The research project faculty mentor tabulated rubric scores for each student in their mentor group. The DPT department chair and the assessment chair reviewed the average rubric scores for each student to determine the percentage of students achieving the criteria for success.		
Measurement Instrument 3			
Criteria for Student Success			
Program Success Target for this Measurement			Percent of Program Achieving Target

Methods			
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.		Met	Not Met
Actions (Describe the decision-making process and actions for program improvement. The actions should include a timeline.)			
Results were reviewed during the pre-semester faculty meeting in August 2021. The success target was met on all measurement instruments.			
<u>Action</u> : implement a Measurement Instrument 3 for SLO-3: Peer Review Acceptance of Scholarly Research as Manuscript Publication or Conference Presentation with a criterial of success threshold set at 45%. <u>Time-line</u> : Implementation in August 2021, reporting of results in ASL f2021-2022.			
Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)			
Follow-up on actions identified in the ASL 20-21 report were completed:			
<ol style="list-style-type: none"> 1. The second rubric for measurement instrument 2 was updated was implemented in Spring 202. This rubric provided faculty with a method for direct assessment of student effectiveness in presentating their scholarly activity project related to a Critical Appraised Topic. 2. A rubric was developed to assess student proficiency in disseminating research at a professional meeting and is reflected in measurement instrument 1. This instrument allows a direct assessment of student proficiency in disseminating research at a professional meeting, outside of the classroom setting. 3. Action identified in ASL 20-21 was to conduct a pilot test a new measurement instrument retrospectively for AY 18-19, 19-20 for feasibility of implementation and to determine the optimal success target - Peer Review Acceptance of Scholarly Research as Manuscript Publication or Conference Presentation. Results of the pilot test were: <ul style="list-style-type: none"> ➤ AY 18-19 (cohort 2019): 55% (16/29) students were successful in peer-reviewed acceptance for scholarly dissemination at a national conference ➤ AY 19-20 (cohort 2020): 52% (15/29) students were successful in peer-reviewed acceptance for scholarly dissemination at a national conference; 10.3% (3/29) students were successful in peer-reviewed acceptance for scholarly dissemination at a state conference ➤ AY 20-21 (cohort 2021): 34% (10/29) students were successful in peer-reviewed acceptance for scholarly dissemination at a national conference. Note: human subject research for this cohort was paused in AY 19-20, the year in which data collection occurred in the curriculum sequence, which resulted in redirection of projects to a Critical Appraised Topic for 19/29 students. ➤ Using average data from the 3 reported years, the program will implement a Measurement Instrument 3 for SLO-3: Peer Review Acceptance of Scholarly Research as Manuscript Publication or Conference Presentation with a criterial of success threshold set at 45%. 			
Next Assessment Cycle Plan (Please describe your assessment plan timetable for this outcome)			
SLO 3 will be assessed with three measurement instruments during AY 21-22. Faculty research mentors will assess student effectiveness in dissemination of scholarly product using one of two rubric (specific to the product type), the primary course instructor for DPT 790 will review data collected with measurement instrument 1, the Department Chair will review data collected pertaining to measurement instrument 3. The timeline for review of data from both measurement instruments is May 2022.			

**Western Kentucky University
Doctor of Physical Therapy**

Scoring Rubric for Oral Presentation of Research Project DPT 785

Student:

Date

Faculty member:

Research Advisor:

	Not Acceptable (Novice) 0	Good (Proficient) 1	Excellent (Distinguished) 2
Communication			
Tone of voice, volume; awareness of audience, eye contact; delivery of presentation	Limited to no awareness of audience; makes minimal eye contact; reads majority of presentation from notes or slides	Occasional difficulties with voice tone and clarity; sustains eye contact with audience for majority of presentation; minimal reliance on notes for delivery	Strong, clear tone of voice; confident in content area; sustains eye contact with audience throughout presentation; no reliance on notes for delivery
Response to questions	Direct but inadequate response to questions, lacks focus and understanding of topic.	Well focused responses to majority of questions; demonstrates good understanding of topic.	Well-focused responses to all questions with clear articulation; demonstrates thorough and profound understanding of the topic.
Content			
Background	No reference is made to literature or theory	Substantial idea development with adequate detail	Strong idea development; connects project development with published evidence
Purpose and Hypothesis	Unclear description of study purpose	Clear description of study purpose and hypothesis	Clear description of study purpose and hypothesis; relates study purpose and hypothesis to supporting evidence
Methods	Confusing, difficult to follow.	Clear, concise methods	Clear, concise methods with consideration of internal validity.
Data Analysis/ Results	Lacks good understanding of analysis; Unable to articulate study findings	Appropriate analysis with good rationale for choice; clear articulation of study findings.	Well-developed analytical choices; clear articulation of study findings strong explanation of visual aids
Discussion	Unable to articulate meaning of results.	Summarizes key findings but does not provide interpretation and/or relate findings to study objectives and/or previous research	Summarizes and interprets key findings with references to study objectives and previous research

	Not Acceptable (Novice) 0	Good (Proficient) 1	Excellent (Distinguished) 2
Limitations	Does not discuss limitations	Presents limitations but does not account for potential bias or imprecision.	Discuss limitations of the study, taking into account sources of potential bias or imprecision.
Conclusion	Does not provide conclusion summary.	Lacks in one or more of the following: Short overview; Brief statement of findings; Clinical relevance; generalizability	Provides a short overview of the study, major findings and provides clinical relevance and/or generalizability.
Organization			
Organization of PowerPoint	Weak, disorganized	Clear, focused presentation that is logical; completes presentation within 1-2 minutes of allotted time	Clear and focused; logically organized; rich in style; completes presentation without exceeding allotted time
Wording, grammar	Many errors; excessive wording on more than 50% of slides	Error-free; <25% slides with excessive wording	Error-free; < 10% slides with excessive wording

Successful completion of the oral presentation:

The student must achieve an average score of 1 (proficient) from every faculty member.

Rater instructions:

1. For a score of '2' in an individual item, the student must attain all criterion outlined for that item.
2. Place a checkmark within the appropriate box for each category relevant to the student presentation.

Successful completion of the oral presentation:

- Each student is graded on the two areas for Communication and any additional areas he/she presents.
- The two areas of Organization are graded for the group as a whole in reference to the PowerPoint and group organization for effective delivery of the research.
- The student must achieve an average score of 1 from every faculty member.
- No more than 25% of the scored areas for an individual student receives a score of 0. Example: A student is scored in 4 areas, no more than 1 area may receive a score of 0.

**Western Kentucky University
Doctor of Physical Therapy**

Scoring Rubric for Oral Presentation of Research Project DPT 785- CAT

Student:

Date:

Faculty member:

Research Advisor:

	Not Acceptable (Novice) 0	Good (Proficient) 1	Excellent (Distinguished) 2
Communication			
Tone of voice, volume; awareness of audience, eye contact; delivery of presentation	Limited to no awareness of audience; makes minimal eye contact; reads majority of presentation from notes or slides	Occasional difficulties with voice tone and clarity; sustains eye contact with audience for majority of presentation; minimal reliance on notes for delivery	Strong, clear tone of voice; confident in content area; sustains eye contact with audience throughout presentation; no reliance on notes for delivery
Response to questions	Direct but inadequate response to questions, lacks focus and understanding of topic.	Well focused responses to majority of questions; demonstrates good understanding of topic.	Well-focused responses to all questions with clear articulation; demonstrates thorough and profound understanding of the topic.
Content			
Background	Minimal description of background information that does not fully support need AND/OR physical therapy related clinical relevance for the focused clinical question.	An <i>adequate</i> description of background information that demonstrates need and physical therapy related clinical relevance for the focused clinical question.	A <i>thorough</i> description of background information, including the patient scenario if applicable, that demonstrates need and physical therapy related clinical relevance for the focused clinical question.
Focused Clinical Question	<ul style="list-style-type: none"> • The clinical question is not presented using the PICO format (components varying depending upon the component of patient client management model (PCMM) the question addressed); <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • fails to identify the PCMM component the question addressed. 	<ul style="list-style-type: none"> • Provides an <i>adequate</i> clinical question that is <i>adequately</i> presented using the PICO format (components varying depending upon the component of patient client management model (PCMM) the question addressed); <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • Identifies the PCMM component the question addressed. 	<ul style="list-style-type: none"> • Provides a focused, developed clinical question that is <i>clearly</i> presented using the PICO format (components varying depending upon the component of patient client management model (PCMM) the question addressed); <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> • Identifies the PCMM component the question addressed.

<p>Search Strategy; Criteria for selection; Results</p>	<ul style="list-style-type: none"> Replication of the search strategy could not be completed without additional information from the CAT presenters. <p>OR</p> <ul style="list-style-type: none"> Results of the search are not provided. 	<ul style="list-style-type: none"> Search strategy and criteria for selection are presented but are not in the detail that would allow <i>ease</i> of replication of the search and article selection. <p>OR</p> <ul style="list-style-type: none"> Provides only the results of the number of articles included for further analysis OR the number of studies produced from the search. 	<ul style="list-style-type: none"> <u>Search Strategy</u>: <i>Clearly</i> describes the search strategy/process: databases searched (more than one database is searched), search terms, search limits, timeframe of search <u>Criteria for Study Selection</u>: describes the processes through which studies were selected for inclusion for further analysis, including level of evidence <u>Results of Search</u>: Describes the number of studies produced from the search and, of those, the number included for further analysis.
<p>Evidence of Quality Assessment</p>	<p>Does not provide information regarding the quality assessment scale OR quality assessment of each included study is not conducted.</p>	<p>The quality assessment scale used to appraise the quality of evidence in the included studied, but there is limited or no information about the purpose of conducting a quality assessment appraisal.</p>	<p>Describes the quality assessment scale used to appraise the quality of evidence in the included studies AND the purpose of conducting a quality assessment appraisal.</p>
<p>Summary of Best Evidence; Clinical Bottom Line</p>	<ul style="list-style-type: none"> The summary of included evidence does not allow comparison between included studies <p>OR</p> <ul style="list-style-type: none"> The information used to summarize the included studies does not fully contribute to developing the clinical bottom line. 	<p>Presents an <i>adequate</i> summary of included evidence that includes at least 6 of the 9 criteria.</p>	<p>Presents a <i>thorough</i> summary of included evidence in a <i>comparative</i> manner that includes:</p> <ul style="list-style-type: none"> study design participants inclusion/exclusion criteria intervention or assessment measure investigated outcome measures results level of evidence quality assessment score contribution to CAT question.
<p>Clinical Bottom Line</p>	<p>The recommendation presented is not linked to the clinical question OR is not justified from the summary of best evidence presented.</p>	<p>A recommendation is presented but minor improvements could be made to link the recommendation to the studies' level of evidence and number of studies supporting the recommendation.</p>	<ul style="list-style-type: none"> Provides the strength of recommendation based on the collective findings of the CAT by taking into account the individual studies' level of evidence and the number, consistency, and coherence of the evidence as a whole.
<p>Implications for Practice and Future Research</p>	<p>Fails to present both implications for practice and future research.</p>	<p>Presents <i>adequate</i> implications for clinical practice and future research.</p>	<ul style="list-style-type: none"> Presents <i>advanced</i> implications for clinical practice and future research. Provides information related to the feasibility of inclusion of the recommendation in clinical practice.

Organization			
Organization of PowerPoint	Weak, disorganized	Clear, focused presentation that is logical; completes presentation within 1-2 minutes of allotted time	Clear and focused; logically organized; rich in style; completes presentation without exceeding allotted time
Wording, grammar	Many errors; excessive wording on more than 50% of slides	Error-free; <25% slides with excessive wording	Error-free; < 10% slides with excessive wording

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1. For a score of '2' in an individual item, the student must attain all criterion outlined for that item.
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- Each student is graded on the two areas for Communication and any additional areas he/she presents.
- The two areas of Organization are graded for the group as a whole in reference to the PowerPoint and group organization for effective delivery of the research.
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