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See It & Believe It:

Assessing Professional Behaviors and Clinical Reasoning with Video Assignments

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Objectives

Attendees will:

- Recognize the value of video assignments in assessing professional behaviors, and clinical reasoning skills.
- Understand the role of video assignments in facilitating peer-to-peer interaction in distance or online education.
- Incorporate a video assignment as a form of student assessment.



Physical Therapy Education

Comprised of:

- Traditional lecture, reading, discussion
- Laboratory (psychomotor skills)
 - Tests, measures, interventions
 - Safety -- Body mechanics of the therapist, patient handling
 - Communication



Professionalism in PT: Core Values

Accountability

Altruism

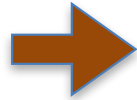
Compassion/Caring

Excellence

Integrity

Professional Duty

Social Responsibility



Evaluating Professional Behaviors



Lab Practical Exams

- 1st year students demonstrate tests, measures, or interventions on a standardized patient
- Faculty evaluate their performance
 - Psychomotor skills
 - Patient safety
 - Therapist safety
 - Communication – introduce self, shake hands with patient, instructions in layperson terminology



First-year PT Students



Building foundational knowledge

Building foundational skills

Communication

With strangers – “patients”

Hearing your voice!

Taking charge of the patient encounter



Discussion Board Assignment → Video Project

Example: Tests & Measures Video Case #2

A 27-year-old patient with a 3-week history of right side neck pain and headaches is seen in physical therapy. He plays guitar and sings in a country western band and has increased pain during this activity. He demonstrates the following findings with sitting posture:

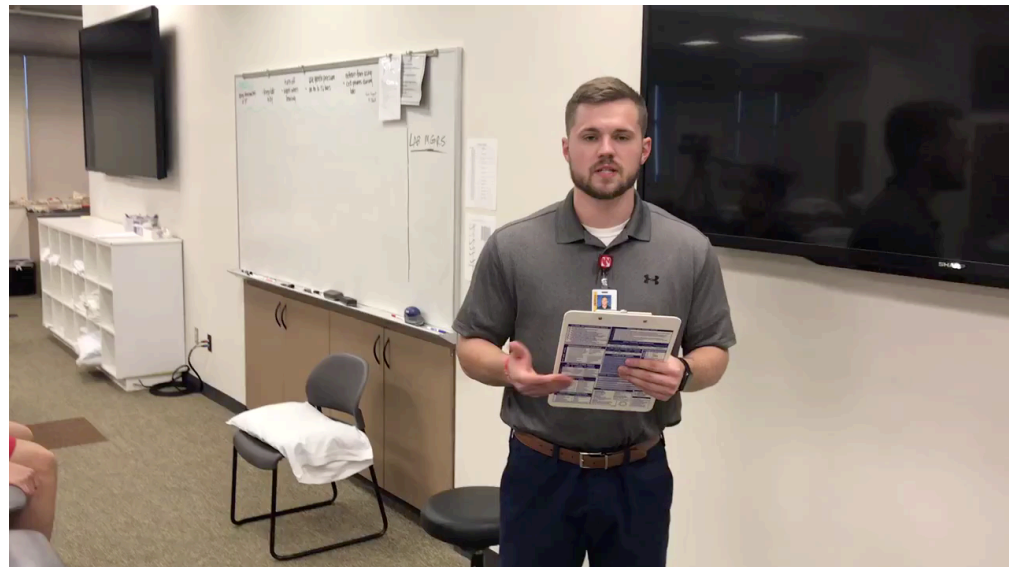
- Forward head
- Forward, elevated, and internally rotated shoulder posture, R > L
- Abducted and elevated scapulae, R > L
- Other exam findings include decreased L lateral flexion range of motion of cervical spine and tenderness to palpation of the suboccipital muscles.

Select a strength or muscle length test that should be included in this exam and complete the video assignment as instructed.



Basic Requirements

- Students work in groups of 3-4
 - Therapist, Patient, & videographer
 - Each student selects a unique test or measure for the case
 - Submit a single continuous video
 - No self-recordings
 - 2.5 minutes max video duration
 - Provide feedback to 2 peers and post high quality constructive comments
-
- Video Example



Grading Rubric

PHYT 505 PT Tests & Measures Video Project: Grading Rubric

Student:	Patient Case:	Faculty:
Criteria	Score	Comments
Patient Summary Summarizes the patient and condition clearly and succinctly within 20-30 sec. Identifies the patient impairment, the specific test/measure that will be conducted, and rationale.	/8	
Communication - Explains purpose of test - Provides an appropriate demonstration, if necessary - Instructs the patient using lay terminology only - Uses appropriate and necessary tactile and/or verbal cues, as needed - Summarizes test results with the patient - Provides closure to the session	/10	
Test or Measure -Provides a logical rationale for the selected test. -Test/measure correctly assesses the identified impairment. -Measurement of length or strength was performed correctly and a grade was determined.	/6	
Patient Management The patient is managed safely the entire time and returned to a seated position.	/4	
Verbal Communication Skills Good eye contact, clear and precise language, conversational tone without reading from a script. Speaking pace is not too fast or too slow. Not a lot of ums, ahs, or pauses.	/6	
Non-Verbal Communication Skills No distracting habits (e.g. gum chewing, gestures, odd facial expressions, etc.); good posture, confident & professional body language, appearance, and attire.	/6	
Video & Audio Quality Excellent video and audio clarity without noise and/or disruption	/4	
General Requirements Standing during pt summary; single continuous video submitted; max 2.5 min duration.	/ 6	
Posted Responses to 2 Peers Contributions are made in a timely manner and provide high quality feedback with critical substance. Specific actionable feedback is present. (Quality less than this results in point deductions.)	-0	
Total Score _____ %	/50	

Heavily based on communication, verbal and nonverbal

- Explains purpose of the test
- Provides demonstration
- Uses lay terminology only
- Summarizes test results with patient
- Provides closure to the session
- No distracting habits (e.g. gum chewing, hair in face, odd facial expressions)
- Dressed professionally
- Good posture and positive body language



Assessing student development here and there



UNMC PT Program has a class comprised of

- 50 students in Omaha
- 16 students in Kearney

Most core faculty are here in Omaha with 3 faculty in Kearney

With video projects, faculty can see how students in the distant site are developing in regards to

- clinical decision making
- professional behavior



Second-year PT Students

Video Assignment

More challenging

- Patient case
- Select an exercise
- Instruct a patient in the exercise
- Provide patient education on exercise dosing

Communication & Professional Behaviors

- Still important



Oral Case Presentations



- Students are preparing for their first full-time clinical rotation
- “In this scenario, you are a student who is performing the evaluation without your Clinical Instructor (CI) in the room. You have just stepped out of the room to summarize the case for your CI before proceeding with the exam and treatment.”
- They are given the history and examination findings, and copies of the patient intake forms (6-8 pages of information)
- Goal is to pick out the key pieces of information that need to be shared with the CI to paint a clear picture of the patient
- Propose plan for treatment or need for referral if necessary
- <2 minutes total



Objectives for Oral Case Presentation Assignments:

After completing this assignment, students will be able to:

- Distinguish which elements of a case are the most critical to the diagnosis, prognosis, and plan of care.
- Summarize the key elements of a case in a clear and concise manner.
- Clearly communicate their findings to a clinical instructor, using the SBAR format.
- Provide high quality, constructive feedback to a peer.



Situation

Background

Assessment

Recommendation





Situation

- What is going on and why health care professionals are needed
- Should be brief
- “Rachel is a 17-year-old female presenting with a chief complaint of left ankle pain following an inversion ankle sprain two days ago”





Background

- Identifies and provides the diagnosis (or reason for seeking treatment), their medical status, and history
- Key info from the examination
- Do they belong in PT or need referral to another practitioner?
 - Screen for red/yellow flags





Assessment

- State what they believe the problem is based on examination findings
- Any impertinent information is avoided unless asked for





Recommendations

- Precise and descriptive explanation on exactly what the patient needs
 - Referral?
 - Plan for today's treatment



Rubric

Performance Elements	Exemplary	Accomplished	Developing	Needs Improvement /Failing	Score
Communication	Professional appearance. Presents persuasive and explanatory information in a logical sequence with clear and precise language. Utilizes notes as needed for key findings but maintains adequate eye contact and presents information in a conversational tone, without reading directly from a script.	Professional appearance. Presents information with a few ums, ahs, and pauses. Presents information in a logical sequence.	Professional appearance. Presents information with lots of ums, ahs, and pauses. Presents in an illogical order or lacks transition phrases.	Unprofessional appearance. Poor expressive language. Clearly reading from script.	
Points	10 to >9	9 to >8	8 to >7	≤7	___/10
Content	All elements of the case are presented concisely. No extraneous material is added.	All elements of the case are presented but with some extraneous material added.	All elements of the case are presented but with significant extraneous material added. Key content not selected.	Key elements of presentation are missing.	
Points	10 to >9	9 to >8	8 to >7	≤7	___/10
Response to colleague	Contributions are made in a timely manner and provide high quality feedback with critical substance. Specific actionable feedback is present. This should include at least 1 specific area for improvement (there is always room for improvement).	Generally contributed in a timely way, and displayed a moderate level of feedback. Specific actionable feedback is minimal (e.g. feedback is very general)	Student's contributions/feedback is superficial. No evidence of thoughtful evaluation. No specific feedback. (e.g. a version of "great job!" is not constructive or actionable feedback)	Participation is past the deadline or inadequate/inappropriate	
Point Deduction	-0	-1	-2	-4	Minus ___
Comments:					Total: _____ / 20

Communication

	Exemplary
Communication	<ul style="list-style-type: none">• Professional appearance.• Presents persuasive and explanatory information in a logical sequence with clear and precise language.• Utilizes notes as needed for key findings but maintains adequate eye contact and presents information in a conversational tone, without reading directly from a script.
Points	10 to >9

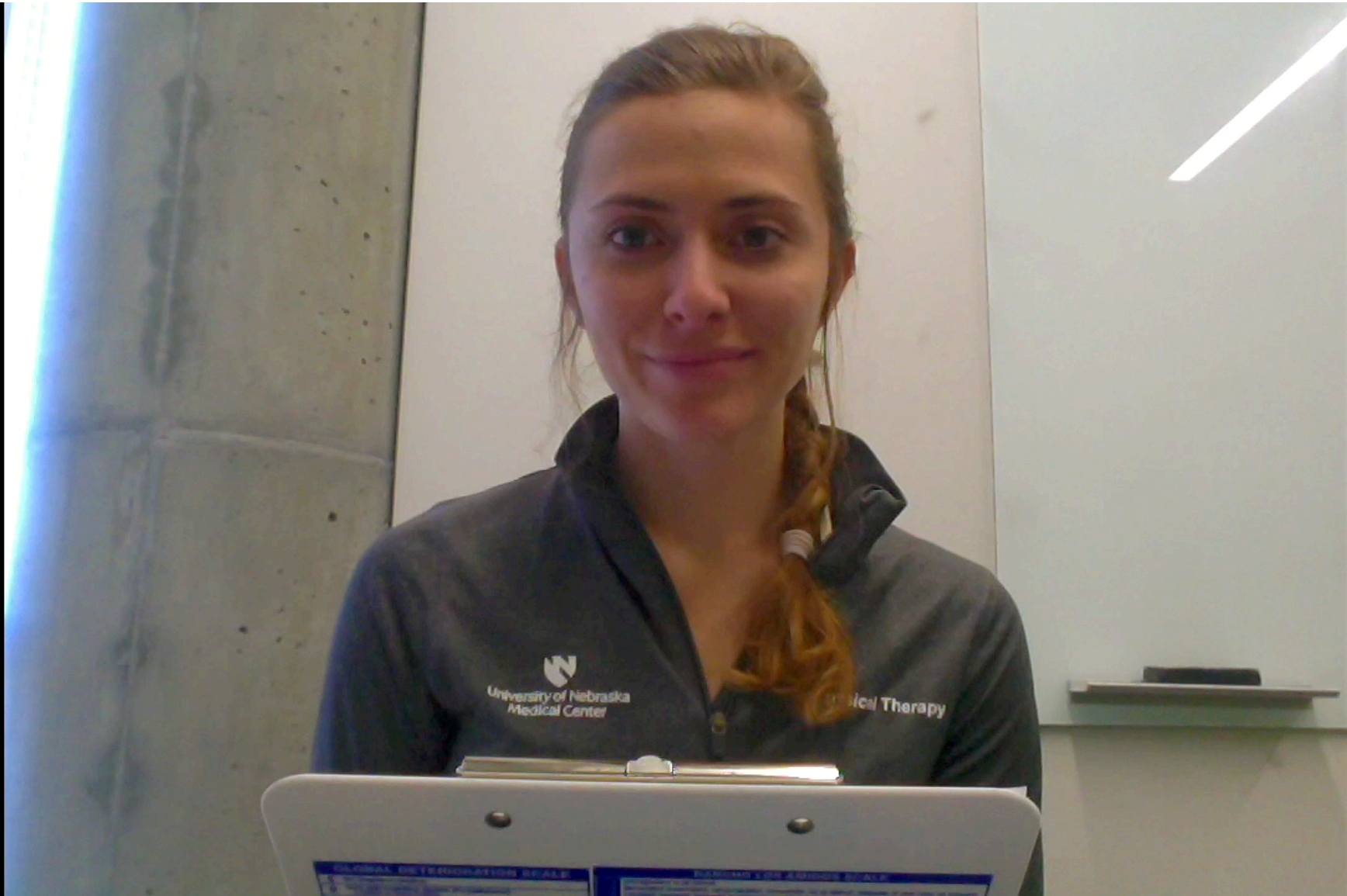
Content

	Exemplary
Content	<ul style="list-style-type: none">• All elements of the case are presented concisely.• No extraneous material is added.
Points	10 to >9

Response to Colleague

	Exemplary
Response to colleague	<ul style="list-style-type: none">• Contributions are made in a timely manner and provide high quality feedback with critical substance.• Specific actionable feedback is present.• This should include at least 1 specific area for improvement (there is always room for improvement).
Point Deduction	-0

Video example





Recorded Oral
Case
Presentation #1



Recorded Oral
Case
Presentation #2



Live Oral Case
Presentation

Summary

- Video cases help to bring classroom/didactic information into more “real-world” situations
- Allows assessment of communication, professional behaviors, and clinical reasoning of individual students







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