**Title and Focus of Activity:** Grading Rubric for Practical Exam

*Evaluative grading rubric*

**Contributor(s):** Connie Fiems MPT, DHSc, NCS, Fiemsc@uindy.edu; Stephanie Combs-Miller PT, PhD, NCS scombs@uindy.edu.

University of Indianapolis, Krannert School of Physical Therapy, Indianapolis, IN

**Course information:**

Examination of & Interventions for Neuromuscular Conditions I; 4 credits; 2nd yr, after Gross Anatomy, Neuroscience, Movement Science and in concurrence with Musculoskeletal Conditions I and Integumentary and Medical Conditions.

**Learning Activity Description:**

Context/Purpose:

The practical midterm and final examinations for this 8-week course incorporate the application of examination and intervention skills introduced in the classroom and lab practice. Students are required to critically reason throughout the practical exam through performance and interpretation of a brief screen, examination of a task/strategy and hypothesis formulation of impairments that require further examination. Students then develop a concurrent task/strategy and impairment level intervention that will address the patient’s stated goal for the scenario. Upon completion of the practical, students must also reflect on their performance and complete the same grading rubric as a self-evaluation.

Instructions to Students:

A brief patient scenario is provided to the student including: current diagnosis, brief past medical history, biographical and social history. Scenario example:

“Your patient is a 64 year-old female/male who had a right MCA stroke 4 weeks ago who you are now seeing in inpatient rehabilitation. He/She lives in a small town 45 minutes away from the hospital in a 2 story house with his/her spouse. A chart review revealed the patient has a history of hypertension and non-insulin dependent diabetes. You receive orders for physical therapy evaluation and treatment. The report from the acute care hospital indicated a prolonged ICU stay with complications of a DVT in her left LE requiring anticoagulation therapy. You arrive in the patient’s room to find the patient supine in bed. You will have **15 minutes** to complete the following:”

1. “Examine the following functional task: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_”

Examples the instructor may choose from include:

* + Supine to/from sit, rolling in bed
	+ w/c to/from bed, sit to/from stand,
	+ gait, sitting or standing balance
1. “Based on the task exam you completed, hypothesize 3 impairments that may be affecting the patient’s execution of the task/strategy”
2. “Prioritize two impairments to examine in more detail and then perform these two specific impairment-based exams.”
* Examples of acceptable impairment-based exam items may include: specific muscle strength test, range of motion of a specific joint, muscle length test, motor control (abnormal synergy), spasticity or sensation.
* To manage time, the instructor may direct the student to focus the specific examination of impairments on either the upper or lower extremity.
1. “Demonstrate one intervention that addresses specific deficits found in the examination. The intervention must incorporate a concurrent task/strategy and impairment level treatment.”

During the practical examination, students are expected to provide a FIM score for the task examined. Students are also expected to provide some form of patient education, typically by answering a patient question related to their health condition (e.g. The patient may ask, “I do not understand why my stroke was on the left side of my brain, but my right side is weak?”). Verbal, non-verbal and manual communication skills are assessed throughout the practical examination.

Students must achieve at least an 80% to pass the practical exam.

The patient during these practical exams is played by a healthy graduate student with knowledge of the pathology and diagnosis. Details of how to portray the patient are provided in hard copy and then discussed/practiced with the graduate assistant prior to the practical.

A sample graduate assistant patient scenario and grading rubric are included in Appendices A and B.

Readings/other preparatory materials:

N/A

Time for student to complete the activity:

Students are provided the practical exam scenario ~ 5 minutes prior to walking into the examination room. The practical examination is scheduled for 15 minutes to complete and 5 minutes to provide student feedback.

Learning Objectives:

N/A

**Appendix A**

**Practical Exam I: Graduate Assistant Portrayal of Patient Scenario:**

**DX and onset:** 64 y/o male or female with Right MCA stroke 4 weeks ago and are now being evaluated on an inpatient rehabilitation unit. Hospital course: 4 weeks in acute hospital with ICU stay complicated by a left LE DVT requiring anticoagulation therapy.

**PMH:** hypertension *(but you don’t remember to report it if asked)*and non-insulin dependent diabetes *(“sugar problems”).*

**Social Hx**: Married and you live in a 2 story farmhouse 45 minutes away from the rehab hospital. Your spouse has not been in good health, so you are concerned he won’t be able to come visit very often. You also took care of all of the household chores prior to this admission so you’re concerned your spouse may not be able to do so now. You have grown children but they do not live close by. You are mildly depressed (“I’m tired all the time; I would rather just to go to sleep”).

**EXAM RESULTS:**

Cognition: Oriented to person and place, confused about day of week/month. No short-term memory deficits, generally not very aware of your deficits and tend to over-estimate your ability.

Motor Status:

* Right UE/LE are WFL’s for strength and ROM.
* Left LE/UE:
	+ Strength: grossly 2/5 at shoulder, 2-/5 at elbow and 1/5 at wrist hand. Grossly 2+/5 at hip, 2/5 at knee and 2-/5 at ankle
	+ Motor control – Left UE moves in partial flexor synergy. Left LE moves in partial extensor synergy.
	+ Spasticity: Left elbow flexors and pecs demonstrate 1+ on Modified Ashworth Scale, left ankle demonstrates sustained clonus
* Other: Left calf is still edematous from DVT but Homan’s test is negative. No pain, you demo mild neglect and impulsivity- i.e. start transfer task before they finish explaining.

Mobility:

* Grossly require mod A with all functional tasks. Don’t help too much with the transfer. Make the student feel as if they are providing about 50% assistance.
* You require minimal assistance to maintain static sitting – without help you lean/fall toward the left/backwards.

**Appendix B**

**Practical Exam I: Practical Examination I Performance Report**

**STUDENT:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ EVALUATOR:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Scoring Criteria: (Must receive at least 80/100 to successfully pass the practical)**

|  |
| --- |
| 1 = Unacceptable; multiple errors; did not correct errors with prompts |
| 2 = Poor; >5 errors; needed multiple prompts and guidance to correct errors |
| 3 = Marginal; 2-4 errors; needs multiple prompts and guidance to correct errors |
| 4 = Acceptable; 1-2 minor errors; able to correct with prompting  |
| 5 = Excellent; no errors or self-corrects errors without prompting |

**\*\*Section I: Critical Elements (Must receive a total score of at least 15 points with at least 3 elements scored >3 in this section in order to successfully pass the practical.)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **\*\* Student demonstrates safety by:** | 1 | 2 | 3 | 4 | 5 |
| 1. Student practices in a safe manner that minimizes risk to the patient and self; includes appropriate use of a gait belt.
 |  |  |  |  |  |
| **\*\*Student demonstrates professional behavior during interactions with others by:** |  |
| 1. Treats others with positive regard, dignity, and respect.
 |  |  |  |  |  |
| 1. Accepts criticism without defensiveness.
 |  |  |  |  |  |
| 1. Student demonstrates efficient and effective use of time
 |  |  |  |  |  |

**Section II: Communication (Must receive a total score of at least 11 points in this section in order to successfully pass the practical.)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Student communicates in ways that are congruent with situational needs:** | 1 | 2 | 3 | 4 | 5 |
| 1. Listens actively and attentively to understand what is being communicated by others. Interprets and responds to nonverbal communication of others.
 |   |  |  |  |  |
| 1. Demonstrates professional and technically correct verbal communication that is understandable to the patient. Modifies communication accordingly.
 |  |  |  |  |  |
| 1. Communicates using nonverbal messages that are consistent with intended message. Demonstrates confidence in communication and body language.
 |  |  |  |  |  |

**Section III: Examination (Must receive a total score of at least 26 points in this section to successfully pass the practical)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Student performs a physical therapy examination:** | 1 | 2 | 3 | 4 | 5 |
| 1. Accurately performs a patient screen prior to the task exam
 |  |  |  |  |  |
| 1. Uses information from screen to appropriately set up and/or assist the patient during the task exam.
 |  |  |  |  |  |
| 1. Performs examination of an activity at the task/strategy level in a technically competent manner
 |  |  |  |  |  |
| 1. Adjusts/adapts task/strategy exam based on patient’s response, as necessary.
 |  |  |  |  |  |
| 1. Provides an accurate FIM rating based on functional task performance.
 |  |  |  |  |  |
| 1. Generates reasonable hypotheses of possible impairments from the examination at the task/strategy level.
 |  |  |  |  |  |
| 1. Performs examination of impairment #1 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_in a technically competent manner, obtaining accurate information.
 |  |  |  |  |  |
| 1. Performs examination of impairment #2 \_\_\_\_\_\_\_\_\_\_\_\_\_\_ in a technically competent manner, obtaining accurate information.
 |  |  |  |  |  |

**Section IV: Intervention** **(Must receive a total score of at least 18 points in this section to successfully pass the practical)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Student selects physical therapy interventions that are based on patient problems and that achieve desired outcomes:** | 1 | 2 | 3 | 4 | 5 |
| 1. Justifies selection of intervention with appropriate rationale to achieve the desired outcome (recovery vs. compensation).
 |  |  |  |  |  |
| 1. Selects an intervention that incorporates task, strategy and impairment level problems concurrently.
 |  |  |  |  |  |
| 1. Performs intervention in a technically competent manner.
 |  |  |  |  |  |
| 1. Adapts intervention to meet the individual’s needs and responses.
 |  |  |  |  |  |
| 1. Integrates patient education into intervention.
 |   |  |  |  |  |

**Total: \_\_\_\_\_\_\_\_\_/100**

**Overall Performance: S NS**

**Comments:**