

# Evaluating a program of assessments in post-graduate orthopaedic manual physical therapy (OMPT) in Canada

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IFOMPT 2016



Physical Therapy  
UNIVERSITY OF TORONTO







‘What’s on the exam?’



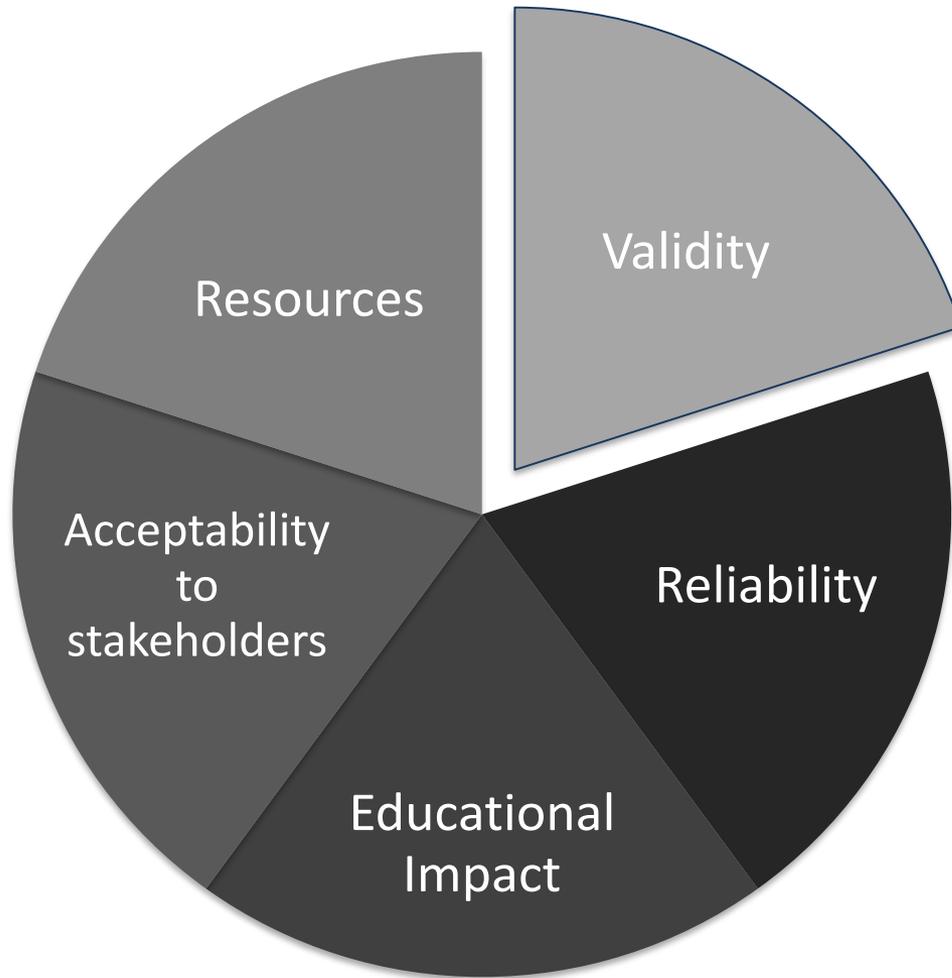
‘What are you looking for with this skill?’



The QUALITY  
of any  
educational  
program  
hinges on its  
assessments  
*being part of  
the learning  
process*

van der Vleuten 2005

# The Power of Assessments



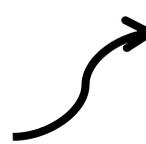
van der Vleuten 2005

# Evaluating a Program of Assessments

**To investigate the VALIDITY of a program  
of assessments used in the (community-  
based) Canadian OMT program**

**Purpose**

the extent to which the  
entire group of  
assessments measures  
what it purports to  
measure



**To investigate the VALIDITY of a program  
of assessments used in the (community-  
based) Canadian OMT program**

Purpose

GENERAL SPECIFICATIONS

WINGSPAN 40' 4"  
LENGTH 21' 1"  
WING AREA 510 sq. ft.  
GROSS WEIGHT 750 lbs.  
WING LOADING 1.47 lbs/sq. ft.

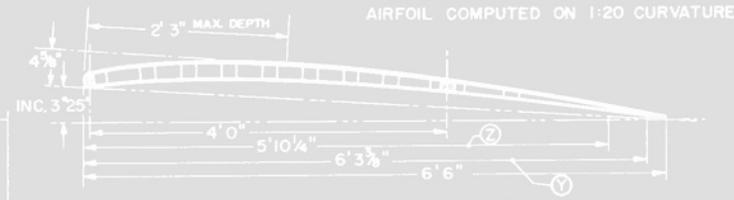
WRIGHT 4 CYLINDER WATER COOLED ENGINE  
BORE 4"  
STROKE 4"  
POWER, INITIAL 12 H.P.  
WEIGHT 160 lbs. d

SEWED SEAM LINE CODE  
--- LOWER WING SEAM  
--- UPPER WING SEAM

SWED SEAM LINE  
45° TO SPAR

TWIN RUDDERS ARE WIRE CROSS BRACED FORE & AFT

AIRFOIL COMPUTED ON 1:20 CURVATURE



AIRFOIL TWICE SCALE

SPARS - SPRUCE  
RIBS - ASH CAPSTRIPS  
SPRUCE SPACERS  
BLOCKS

# 1. Intended purpose

# 2. Competencies assessed (IFOMPT SD)

# 3. Implications for assessment redesign



1903 FLIGHT TABULATION

	DEC. 14		
W. WRIGHT	105'	3.5 sec.	LITTLE WIND
	DEC. 17		
O. WRIGHT	120'	12 sec.	27 mi wind
W. WRIGHT	195'	13 sec.	not measured
O. WRIGHT	200'	15 sec.	" "
W. WRIGHT	852'	59 sec.	20 mi wind

# Methods

Jolly 2000

1903  
WRIGHT BROTHERS  
"FLYER"

DRAWN & RESEARCHED BY:  
HERB. KELLEY

# Assessments in Community-based program

MC  
exam

Case  
History

Intermed  
Oral  
Practical

Adv  
Oral  
Practical

Mentor  
ship

Research

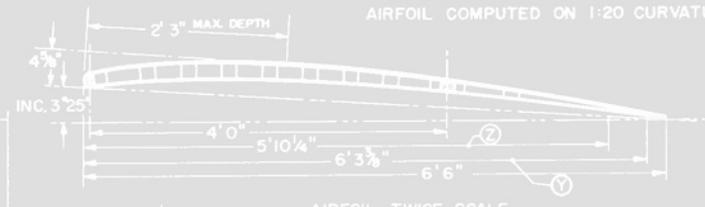
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MCQ

Case History

Intermed Oral Practical

Adv Oral Practical

Mentorship

Research

# Methods

Jolly 2000

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# IFOMPT Education Standards

- Dimension 1: Demonstration of critical and evaluative evidence based practice
- Dimension 2: Demonstration of critical use of a comprehensive knowledge base of the biomedical sciences in the speciality of OMT
- Dimension 3: Demonstration of critical use of a comprehensive knowledge base of the clinical sciences in the speciality of OMT
- Dimension 4: Demonstration of critical use of a comprehensive knowledge base of the behavioural sciences in the speciality of OMT
- Dimension 5: Demonstration of critical use of a comprehensive knowledge base of OMT
- Dimension 6: Demonstration of critical and an advanced level of clinical reasoning skills enabling effective assessment and management of patients with NMS disorders
- Dimension 7: Demonstration of an advanced level of communication skills enabling effective assessment and management of patients with NMS disorders
- Dimension 8: Demonstration of an advanced level of practical skills with sensitivity and specificity of handling, enabling effective assessment and management of patients with NMS disorders
- Dimension 9: Demonstration of a critical understanding and application of the process of research
- Dimension 10: Demonstration of clinical expertise and continued professional commitment to the development of OMT practice

# Analysis

<b>Dimensions</b>	<b>MCQ</b>	<b>CH</b>	<b>IPE</b>	<b>APE</b>	<b>Mentorship requirement</b>	<b>Research requirement</b>
<b>Knowledge</b>						
<b>Clinical Reasoning</b>						
<b>Advanced practical skills</b>						
<b>Evidence-based practice (including research process)</b>						
<b>Communication</b>						
<b>Development of expertise and OMT practice</b>						

# 1<sup>st</sup> Level of Analysis

## Sample Blueprint

Dimensions	MCQ	CH	IPE	APE	Mentorship requirement	Research requirement
Knowledge	X	X	X	X		X
Clinical Reasoning	X	X	X	X		X
Advance practical skills	X	X		X		
Evidence-based practice (including research process)						X
Communication	X	X			X	
Development of expertise and OMT practice					X	

# 2<sup>nd</sup> Level of Analysis

## Sample Blueprint

Dimensions (and Learning Objectives)	Advanced Practical Examination
<b>Knowledge</b> - Anatomy - Biomechanics.....	
<b>Clinical Reasoning</b> - Hypothesis generation - Data interpretation.....	
<b>Advanced practical skills</b> - Mobilization - Manipulation.....	
<b>Evidence-based practice (including research process)</b> - Critical appraisal - Research designs.....	
<b>Communication</b> - Verbal communication with patient.....	
<b>Development of expertise and            OMT practice</b> - Development of expertise...	

Dimensions	IPE	APE	CH	MCQ	Mentorship requirement	Research requirement
Knowledge	X	X	X	X		X
Clinical Reasoning			X			X
Advanced practical skills	X	X				
Evidenced-based practice (including research process)						X
Communication						
Development of expertise and OMT practice					X	

# Significance of Assessment Map

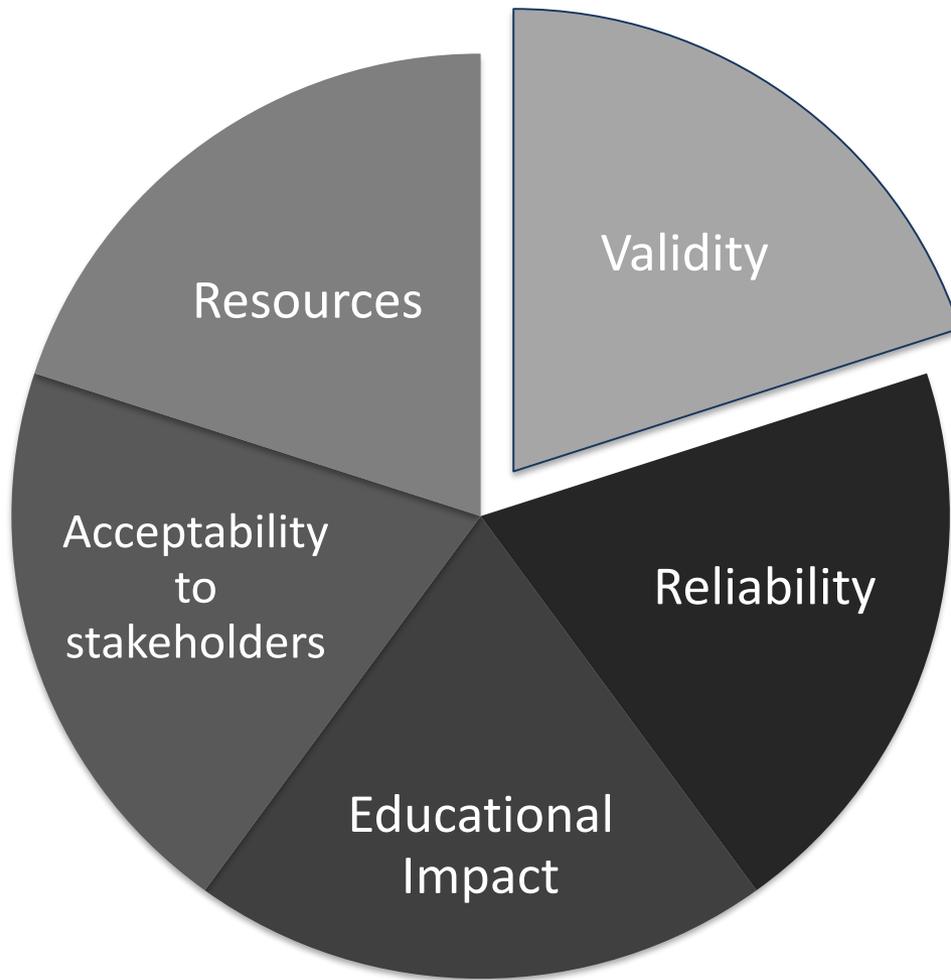
**Transparency** enhanced for learners,  
instructors, examiners

**Efficiency** in assessment approaches

**Enhancement** of assessment coherence and  
sequence

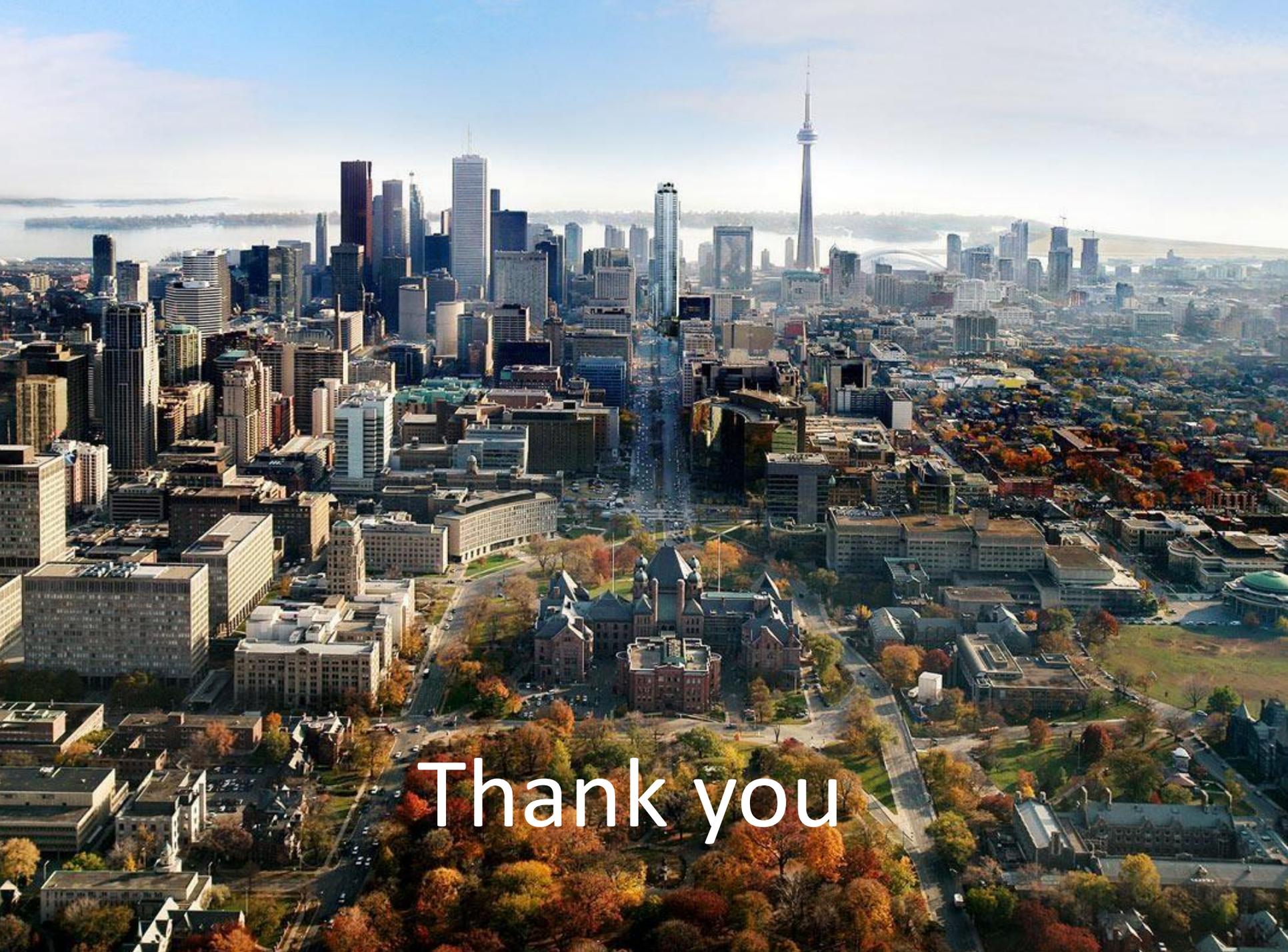
**Implications**

Hale and Dunlap 2010



van der Vleuten 2005

# Future work



Thank you