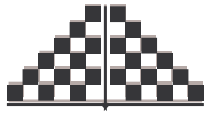




Arkansas State Board of Physical Therapy

9 Shackleford Plaza • Suite 3 • Little Rock, AR 72211 • Phone: (501) 228-7100 • Fax: (501) 228-0294
E-mail: arptboard@aol.com • Website: www.arptb.org



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P.O. Box 3155
Russellville, AR 72811
Board Chairman

Starla Denton, PT

2400 Sugar Ridge Rd
Jonesboro, AR 72401

Robert Hill

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Hope, AR 71801
Public Member

Beth Moore, PT

505 Vinson
Little Rock, AR 72205
Secretary/Treasurer

Donna Sasser, PT

3143 Highway 133N
Hamburg, AR 71646

Board Counsel

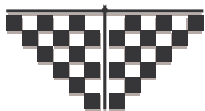
Warren Readnour

Office of Attorney General

Office Staff

Jennifer Coleman,
Executive Director

Nancy Worthen,
Assistant Director



COMPLAINTS



Overview of Responsibilities

The Arkansas State Board of Physical Therapy is responsible for receiving and investigating complaints placed against physical therapists and physical therapist assistants and has authority to conduct investigations, enforce regulations and impose sanctions when a violation of law or regulation has occurred.

The Handling of Complaints

The Board receives complaints against its licensees and will determine if the complaint falls within its jurisdiction. If the complaint is within the board's jurisdiction, an investigation will be conducted.

The Complainant is notified of the board's decision on each complaint. You should note, however, that the proper conduct of an investigation can be a time-consuming process and it may be several months before the investigation is completed and a decision is reached.

If a violation of the law or regulation has occurred, the board may give the licensee an opportunity to come into compliance with the law or regulation, or the board may determine that other action is necessary. If there is no violation of law or regulation, the file on the complaint is closed.

If the investigation should result in a formal hearing, the board may subpoena persons to testify at that hearing if it is believed that their testimony is essential to the case.

Filing a Complaint

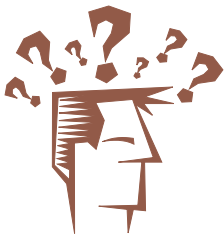
Complaints should be submitted to the Board in writing. A complaint form is also available on the State Board website. It is important that you include as much fact as is available, including such things as the date(s) of the alleged action, the licensee's full name and address, the exact nature of the complaint, the names of other individuals who might be involved and their relationship to the complaint, as well as any other information which will assist in the investigation.

The board will acknowledge receipt of your complaint, may contact you for additional information and will notify you of the board's decision concerning the complaint.

HOW IN THE WORLD DO THEY COME UP WITH THOSE QUESTIONS?

by Marie Gracious, PT

Reproduced with permission from FSBPT's publication, *The FederationForum*, Volume 16 #1, Winter 2001



“Why is that on the exam? We don’t even do that anymore.” “I wasn’t taught that in school.” “That was a trick question.” “The exam was all cardiopulmonary.” These are frequently asked questions and comments about the physical therapist and physical therapist assistant licensure examinations. In this article, I hope to

demonstrate that every item is created through a consistent process with defined standards, that each is referenced and designed to be fair, and that each is seen by many sets of expert eyes before making its way onto an exam.

ANALYSIS OF PRACTICE AND TEST CONTENT OUTLINE

The purpose of the examination is to protect the public by discriminating between competent and incompetent therapists and assistants. The first step in the creation of a question/item for the exam really begins with the analysis of practice (see related article). A test content outline is established as a result of the analysis of practice. If the analysis of practice determines that an intervention is being done at the entry level, it can and should be tested. The analysis of practice determines which skills and what knowledge is essential to ensure the competent practice of an entry-level physical therapist or physical therapist assistant.

Not only are the contents of the physical therapy tests outlined, but also the analysis of practice determines what percentage of each category will be on the test. This determines what kind of items will be written and kept in the item data bank.

WHO ARE THE ITEM WRITERS?

Item writers are chosen from a pool of applicants based on their geographical locations and their areas of expertise. Exceptionally good item writers may be retained for several years.

HOW DO THEY KNOW HOW TO WRITE QUESTIONS?

Before writing any questions, item writers first attend an item writing workshop. At this workshop they learn the elements of a good question, as well as pitfalls to avoid. It is also at this workshop that they realize just how challenging writing a good multiple choice question is. For example:

- The item must be written in accordance with editorial guidelines.
- It should be a clinical scenario with enough, but not too much in the stem (the main part of the question).

- The question should not test straight memorization, but require deductive reasoning.
- It must be clinically relevant and appropriate for entry level.
- The item must be referenced by an established test.
- There must be one, but only one, right answer.
- The item must test only one concept at a time.
- The distractors (the other three answer options) must be plausible and attractive.
- The item must be neither too easy nor too difficult.
- The item should not be designed to “trick” the test taker.
- It must discriminate between the minimally competent and incompetent therapist.

Each one of these standards makes item writing difficult. As one example, in writing distractors, they must be plausible. That means they must be “real.” For example, if the question is asking “Which muscle...?” the answer as well as all of the distractors must be real muscles. Making up a muscle name is unacceptable. The distractors must also be attractive, that is, one that the candidate might “go for” in attempting to answer the question. If distractors do not entice test takers, then most people will get the question correct.

A question that is “too easy” does not discriminate between competency and incompetency, because even the incompetent person will get the question right. On the other hand, distractors that are too attractive may actually be argued to be correct or may make the question too difficult. The item that is “too difficult” doesn’t discriminate either, because even the minimally competent entry-level therapists may get it wrong.

THEN WHAT HAPPENS?

Item writers write questions at these workshops and at home. They submit their questions to their regional coordinators. Regional coordinators are “experts” that have previously served on other exam committees. They not only know the components of a good question, but also have insight into what types of questions are ultimately acceptable to be included on the exam.

Each regional coordinator is responsible for providing feedback and coaching to the item writers in their geographical area. They provide the first review of the questions. They may make decisions unilaterally or confer with each other if they are uncertain about a question or if the question is outside their areas of expertise. At this point, minor changes may be made to the question and/or it may be passed on to the next level, the Item Bank Review Committee (IBRC). If it is not approved, it is returned to the writer with feedback on how to improve

the question. The item writer may then work on the question and resubmit it for similar review.

ITEM BANK REVIEW COMMITTEE

The item that has made the first pass is then sent on to IBRC. This group of five content experts from different geographical areas is responsible for assembling blocks of items that are appropriate for pre-testing. They review each question as a group and decide if a question is appropriate to be pre-tested. They may put the question on the pre-test “block” (new items are pre-tested in blocks of 25), they may rework the question themselves, or they may send the question back to the regional coordinators with their feedback on what was wrong with the question. They may also determine that a question is inappropriate or needs too much work and will omit the question completely. Because of the long turnaround time for a question to be pre-tested and then put on an actual exam, it is very important that pre-test items be very good. If many do not test well, it will leave the item bank of exam questions sparse.

EXAM CONSTRUCTION AND REVIEW COMMITTEE

The pre-test blocks assembled by IBRC are next forwarded to the Examination Construction and Review Committee (ECRC). This committee, which also comprises content experts from all over the country, reviews and addresses the pre-test blocks much the same as IBRC. In addition, they look at the pre-test blocks together with the actual examination to make sure there are not too many of one type of question, etc.

PRE-TESTING

Once ECRC has approved the blocks they are then put on exam forms for pre-testing. By this time, the regional coordinators and every member of both the IBRC and ECRC committees have reviewed the items. Once the questions have been pre-tested, the Professional Examination Service (PES) provides statistical analyses.

Even with many levels of review, questions may

return from pre-testing statistically “bad.” For example, 98 percent of candidates got the question right or as many candidates went for one distractor as went for the correct answer. Another possibility is that approximately 25 percent of candidates went for each distractor, which means they were most likely guessing. If the statistics are bad the item is sent back to IBRC again and they look at it again and they try to fix it again and it may be pre-tested again.

THE EXAM...FINALLY

If a pre-tested item comes back with good statistics, it may then be put on an actual examination. When the item is put on the exam, ECRC looks at that item again. Even at this point they may find an error or something they don’t like. If they “pull” the question and change it even a little, it has to be pre-tested again. Statistics are examined by Professional Examination Service (PES) on actual exam questions also. If a question comes back with bad statistics on an actual test, PES will forward that question to ECRC for review. Similarly, candidates may write in and complain about a certain question and it is reviewed then also. At any point that a question is reviewed it can be reworked, sent back to another committee or thrown out completely.

ONE MORE TIME

In addition to all of the processes described, the item bank is subject to periodic review and clean up. At this time questions are reviewed and may be discarded because they are no longer current, or there are too many of that type of question in the bank, etc.

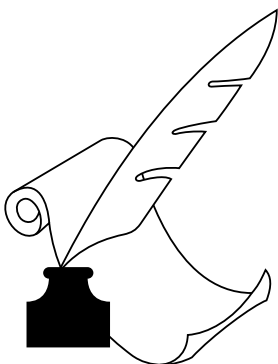
THE END OF THE JOURNEY

Even with the expertise and processes and standards and checks and rechecks, the perfect question does not come easily. Still, each individual and committee strives to attain “question nirvana.” A successful journey culminates in a question that may be in the bank and used on exams for several years. Bad questions go to a different destination altogether, a place that committee members affectionately call “IBH.” And that is the end of the journey.

Practice Act/Rules and Regulations Revisions

Revisions to the Practice Act and Rules and Regulations have been completed. A copy was distributed to each licensee in the back of the directory. These are also available on our website at www.arptb.org.

Do you have questions or concern about something in the Physical Therapy Practice Act that you don’t fully understand? Do you think there needs to be a clarification written and publicized to help you practice physical therapy by the law? If so, write a letter to the board requesting an interpretation of the law by the Board. These opinions are published on our website under frequently asked questions.



A History Of The Physical Therapy Examination

By Eileen Bach, PT and John Wadsworth, PT

Reproduced with permission from FSBPT's publication, *The FederationForum*, Volume 16 #1, Winter 2001



RE-HISTORY

We are pleased to inform you that the beginning of the national physical therapy exam is way, way before our time. So we bring you a perspective of the past two-plus decades and welcome, in advance, feedback and details from any “old-timers” in the audience. This is a background painted in the broadest strokes on a national level; we are sure that on the jurisdictional level, there are many more interesting historical perspectives on the exam.

THE REGISTRY EXAM TO THE NATIONAL PHYSICAL THERAPY EXAM (NPTE)

Before 1950, physical therapists took a registry examination for licensure, which was eventually replaced with the exam now known as the National Physical Therapy Examination (NPTE). The NPTE, developed by committees of the American Physical Therapy Association (APTA) in conjunction with Professional Examination Service (PES), was administered at the state level by paper and pencil on three possible examination dates per calendar year. By the 1970s, the PT exam was 300 questions in three parts and administered in all 50 states, District of Columbia, Puerto Rico, and Virgin Islands. Each part was timed and in a separate packet; in addition, scoring was based on a normative model so there were virtually many different passing scores for each administration of the examination. The exam was often called the “PES” exam.

TRANSITIONING FROM APTA TO FSBPT

In the late 1980s, the tiny organization known as the Federation began negotiating with the American Physical Therapy Association to purchase the exam. While there is loads of background here, not to mention a few great stories that the Federation’s founding members can share, the end result was a huge change for the examination program.

During this transition period, the APTA completed the work of the 1986-88 analysis of practice (the last analysis being over a decade old), chose a new testing company, Assessment Systems Incorporated (ASI), and moved the examination program base from New York to Philadelphia. The new exam blueprint first administered in 1990 now had 200 questions in one part for PT and 150 questions for PTA with timeframes adjusted for fewer questions. There were still only three

testing dates annually and the model for scoring remained normative so the variations across the nation on passing scores continued.

We were both members of the APTA Committee on Licensure Examinations or CLE in the mid to late 1980s. We learned a tremendous amount while working on the exam program. Thinking about correct answers and items becomes a way of life and the exam committees spend a great deal of time working in consensus and occasionally, in veto (see more about that in later articles!). It is a tremendous compliment to both the FSBPT and APTA that the transition moved forward so smoothly. While the exam committee’s names and acronyms changed, the exam work continued without missing a beat.

THE EXAM BELONGS TO FSBPT

Once the Federation took over the examination officially in 1991, things really got hopping!

- A new test company was chosen when the 3-year contract with ASI ended, and a familiar name, PES, was back in the mix.
- A new organizational examination structure was implemented which strengthened the validity and reliability of the exam development process for the PT and PTA.
- A new broad analysis of practice for both exams was started in 1995 and completed in 1996. It may be abnormal to mark the passage of time by a job analysis but we’re excited to be involved in our third one. The results of the job analysis produced a test blueprint that was available as a linear computer based test and as well as a paper and pencil test.
- Paper and pencil testing had become increasingly at risk for examination security breaches. The goal was complete transition to Computer Based Testing (CBT). The move to CBT was only possible with a correlative move to criteria referenced scoring, which allowed the setting of one standard passing score, or “cut” score. CBT was made possible by working intensely with PES and a new partner Prometric (formerly Sylvan), the host of computer testing centers.
- This dramatic change to CBT greatly enhanced our exam consumers’ satisfaction on two main areas – one, the exam on

computer was now available six days a week at over 200 plus locations (and you could take the exam in any location regardless of where you applied for licensure) and two, a passing score in one jurisdiction was a passing score absolutely everywhere.

the long dreaded period of new exam forms starting existence and a delayed score reporting of several weeks or longer until the exam forms could be finalized. A new scoring method, Item Response Theory (IRT), was implemented a few months ago that eliminated the summer delays. The IRT process was made accessible by the psychometric expertise at PES and by the redoubled item development efforts of the exam committees.

ASSUMING MORE DIRECT RESPONSIBILITY

Over the past several years, the Federation has assumed more direct responsibility for some key components of the NPTE and implemented significant efficiencies and workflows. Score transfers, whether a score from last year or from 30 years ago, are now processed in less than 2 days on average. In the past few months, application processing and score reporting have moved to the Federation. Despite some roller coaster twists and turns at the start-up, applications and scores are being reported in a fast, efficient manner in a matter of less than 3 days per application and scores are going out five days a week instead of once per week.

VOLUNTEERS ARE AT THE CORE OF THE PROCESS

The wonderful intricate process of developing the NPTE is based on the devoted efforts of a group of volunteers. They write, reference, edit, review and enhance items to help create a quality examination. They collate, conference, create, collaborate and credential the items, the exam and the pre-test items. They make volunteerism an art form and we are all indebted to their efforts. All the efforts and innovations continue to move the construction, administration, and scoring of the NPTE forward.

MOVING TO A NEW SCORING METHOD

2000 has been an extremely busy year for NPTE activities as well. Historically, the summer time was

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CHECK OUT OUR NEW WEBSITE! WWW.ARPTB.ORG

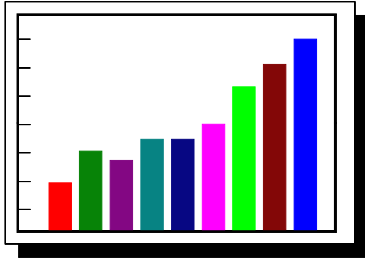


Menu items on the site include:

- ✓ **About the Board** - A list of board members, counsel and staff.
- ✓ **Applying for Licensure** - Download application and instructions for licensure by exam and reciprocity.
- ✓ **Rules & Regulations, Practice Act** - Download the Rules and Regulations and Practice Act.
- ✓ **Forms** - Download various forms used by the Board.
- ✓ **Roster** - Employers, insurance carriers, etc. can verify licensure of physical therapist and physical therapist assistants. PTs and PTAs can check the number of continuing education recorded by the Board.



- ✓ **FAQs** - Answers to several frequently asked questions.
- ✓ **Links** - Links to FSBPT, APTA and others.
- ✓ **Continuing Education** - A description of continuing education requirements.
- ✓ **Board News** - Board meeting minutes, newsletters, etc.



LICENSURE STATISTICS

As of June, 2002

	<u>License</u>
Physical Therapists	1359
Physical Therapist Assistants	613
TOTAL	1972

Individuals listed below have not renewed their licenses for 2002 and should not practice in Arkansas until reinstated. If you are aware of an individual listed who is currently practicing in Arkansas, please notify the Board in writing. Appropriate action will be taken following investigation.

Debra Allan
 Yvonne Anamio
 Kelly Jo Austin
 Michael Baker
 Jenifer Carroll
 Kim Chowning
 Rosalinda Chua
 Cynthia Clark
 Paula Ervin-North
 Linda Ethridge

Glenda Gucor-Vergara
 Rosanne Gurney
 Jason Hall
 Lanny Hardy
 Deana Lynn Hicks
 Jordan Jenkins
 Jefferson Justin
 Brian Kittle
 Joy Knight
 Loretta Knutson

Inna S. Kopilovskaya
 Jennifer Martin
 Mona Margaret Mehl
 Sheenly Moreno
 Jeremy Morgan
 Sean Paul Pender
 Phyllis Perdue
 Grace Pratt
 Tomasz Siwy
 Gary Soderberg

Kara Stockton
 Emmanuel Tee
 Cheruba Theodore
 Crista Thrift
 Daniel Tubongbanua, Jr.
 Mark Woods
 Melissa Woods

To report practice without licensure, call 501-228-7100.



June 2000 - June 2002 DISCIPLINARY ACTIONS

The following is a summary of disciplinary actions taken by the Board since the last Newsletter was published. It is intended as a summary for informational purposes only. All information is believed to be accurate. However, complete terms of each disciplinary action are contained in the Board's records.



William K. Williams, PT 1245

After conducting a hearing on June 8, 2000, the State Board of Physical Therapy found that Mr. Williams was guilty of violating Ark. Code Ann. Section 17-93- 308(a)(3) (immoral or unprofessional conduct). Mr. Williams' license was suspended for three months, and his license was placed on probation for nine months following reinstatement of his license. On July 14, 2000, Mr. Williams filed an appeal. On April 15, 2002 the decision of the Board of Physical Therapy was affirmed. In addition, the Court also awarded an additional \$1,350.00 for the cost of the preparation of the record.

Jim Keller, PT 176

A hearing was held before the Arkansas State Board of Physical Therapy on April 10, 2001. Based upon the findings of fact, Mr. Keller was found guilty of unprofessional conduct in violation of Ark. Code Ann. Section 17-93-308(a)(3). Mr. Keller's license was placed on probation for a period of one year, beginning April 10, 2001, and he was assessed a civil penalty of \$500.00. The decision of the Board was affirmed on appeal. All requirements and assessments have been fulfilled.

Reverse side to be posted in each facility.
Duplicate if necessary.

**Complaints or Inquiries
Regarding
Compliance with
The Arkansas Physical Therapy
Practice Act
May Be Directed in Writing to:**

**ARKANSAS STATE BOARD OF PHYSICAL THERAPY
9 SHACKLEFORD PLAZA
SUITE 3
LITTLE ROCK, AR 72211
Phone: 501-228-7100
Website: www.arptb.org**

CONTINUING EDUCATION PROCEDURES

I. Continuing Education Requirements:

- CEU = continuing education unit. One unit is defined as 10 contact hours of an accredited course or program. A contact hour is equal to actual time in a seminar or workshop. Program content must be of clinical application, clinical management, behavioral science, or science.
- CEUs are required to be submitted only with odd-numbered year renewals. CEUs should be acquired beginning January 1, 2001 and ending December 31, 2002 to be credited for 2003 renewals.

Ex. Those individuals licensed as new graduates or by reciprocity in 2001 - 2002 begin accumulating in 2003 for 2005 renewals.

If licensed prior to 2001, 2001- - - - 2003 - - - 2005 - - - 2007 [renew & accumulate]	If licensed in 2001 or after 2001 2003- - - - 2005- - - 2007 [renew & accumulate]
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- According to the Arkansas Physical Therapy Practice Act, **physical therapists must complete, in each biennium (two-year period), two (2) CEUs and physical therapist assistants are required to complete, in each biennium, one (1) CEU.** This must be obtained within the 24-months preceding the odd-numbered year renewal month.

II. Approval of CEU Programs:

- To receive CEU credit for a program it must be approved by the Board or a Board approved entity either before or after it is attended. A form titled "Continuing Education Units" must be completed and submitted to the Board for approval of a program for CEUs within 60 days after course completion. Submission deadline is December 31, 2002.

III. Proof of CEUs:

- Proof of CEUs submitted with odd-numbered year renewals may be copies of the original completion certificate. Proof for college courses completed for CEUs is official transcripts submitted directly to the Board Office indicating that courses have been completed with grades of C or above.
- Submit your continuing education activities to the Board office on the CEU report form provided. Requests for additional information from the Board must be made in writing.

IV. Content of CEU Programs/College Courses for CEUs:

- Board Rule requires that CEU approved programs and college courses must be in the area of clinical application, clinical management, behavioral science, science or scientific research.
- An article, or research which has been published within the two year cycle, may be submitted to the Board for consideration of up to one-half of the biennium CEU requirement. This request, along with the publication, must be presented to the Board. The article or research will be approved by the Board on an individual basis.

V. Renewals with CEUs

- Renewal applications are mailed two months before the licensee's renewal month, i.e. a renewal application due by March 1 is mailed no later than January 1.
- Each odd-numbered year, a renewal application will indicate that proof of CEUs must be submitted along with the completed renewal application.
- Completed renewal application, renewal fees, and proof of CEUs must be submitted to the Board.

VI. Failure to Comply

- Licensees failing to comply with the CEU requirement will not receive licensure renewal.

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**REMINDER: Continuing education is due by
December 31, 2002 for 2003 renewal.**

CONTINUING EDUCATION UNITS

NAME _____ LICENSE NO. _____

ADDRESS _____

CITY _____ STATE _____ ZIP _____ PHONE () _____

BUSINESS ADDRESS _____

CITY _____ STATE _____ ZIP _____ PHONE () _____

PROGRAM INFORMATION

Program Title: _____

Program Location: _____

Date(s) of Instruction: _____

Program Objectives: _____

Program Content: _____

Program Instructor or Speaker: _____

Program Sponsor: _____

Address _____

City _____ State _____ Zip _____ Phone () _____

TOTAL CONTACT HOURS

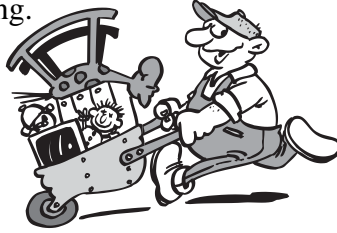
Please note: The number to be entered above is contact **hours**, not units.
Attach course brochure, certificate of completion and other additional material
showing a detailed schedule of course and specific objectives.

Mail to:
Arkansas State Board of Physical Therapy
9 Shackleford Plaza, Suite 3
Little Rock, AR 72211

NOTE: This form must accompany each course submitted for credit.
Duplicates of the form for additional courses are permissible.

Have you moved?

If you move, it is your responsibility to notify the Board. Address and/or name changes must be in writing.



RENEWALS

Deadline is March 1st
of
Each Calendar Year

All renewals must be submitted with a renewal form. It is your responsibility to notify the Board of failure to receive a renewal notice.

CHANGE OF ADDRESS

Note: It is your responsibility to notify the board of any address change.

PLEASE TYPE OR PRINT

NAME: _____

PREVIOUS ADDRESS: _____

NEW ADDRESS: _____

License # _____

CHANGE OF NAME

A copy of legal documents (ie: marriage license, divorce decree) must accompany name change.

PREVIOUS NAME: _____

NEW NAME: _____

License # _____

Return to:
Arkansas State Board of Physical Therapy
9 Shackelford Plaza, Suite 3
Little Rock, AR 72211

Updates & Newsworthy Notes



- Examination candidates can now register on line.
- There is a website! (www.arptb.org)
- The board has a new fax number and address:
9 Shackleford Plaza, Suite 3
Little Rock, Ar 72211
Fax: 501-228-0294
- Board members are appointed by the Governor and represent each district. One is a public member.
- Fees:

Exam	\$285.00
Application	\$50.00
PT reciprocity	\$160.00
PTA reciprocity	\$107.00
PT renewal fee	\$75.00
PTA renewal fee	\$50.00
Penalty for renewal after March 1	\$100.00
Verification of licensure to another state	\$15.00

June, 2002

Pre-sorted Standard
U.S. Postage Paid
Permit No. 480
Little Rock, AR

Arkansas State Board of Physical Therapy
9 Shackleford Plaza
Suite 3
Little Rock, AR 72211