

Program: Doctor of Physical Therapy

Mission Statement: The mission of the Doctor of Physical Therapy program is to provide a supportive, student-focused learning environment that encourages and educates individuals to develop into compassionate, clinically and culturally competent licensed physical therapists. The physical therapy curriculum will allow opportunities for scholarship, community engagement, and professional service, in addition to in-depth learning in human movement. The program will emphasize ways in which future physical therapists can contribute to the health equity of all.

Communication of Outcomes: Outcomes for the Doctor of Physical Therapy Program will be made available on the program website.

Objective 1: Promote health and quality of life by providing information on health promotion, fitness, wellness, disease, impairment, functional limitation, disability, and health risks related to age, gender, culture, and lifestyle within the scope of physical therapist practice						
Student Learning Outcomes	Courses/Educational Strategies (indicate if the outcome is introduced [I], practiced [P], or reinforced [R])	Assessment Method(s)	Source(s) of Assessment	Target for Student Achievement	Time of Data Collection	Person(s) Responsible
1.1 Provide culturally competent PT services applying concepts and strategies of screens for health, fitness and wellness	PHTH 600 (I), AHS 720 (I), PHTH 820 (P), PHTH 885 (R)	2 Final Exam questions to be developed (role of PT in screening)	AHS 720	80% of students will correctly answer each question	Spring of 2017 and every 3 years thereafter	Course Instructor and Program Coordinator

1.2 Apply principles of holistic health in developing wellness programs, including recommendation of balanced diet, promotion of physical activities, education, and counseling	PHTH 600 (I), AHS 720 (I), PHTH 820 (P), PHTH 885 (R)	2 Final Exam questions to be developed (holistic health in health promotion)	AHS 720	80% of students will correctly answer each question	Spring of 2017 and every 3 years thereafter	Course Instructor and Program Coordinator
1.3 Create a community service project assessing health and wellness for selected populations	PHTH 600 (I), AHS 720 (I), PHTH 820 (P), PHTH 885 (R)	Final Project Rubric (to be developed)	PHTH 820	80% of students will achieve “meets requirements” on each criterion of rubric	Fall of 2017 and every 3 years thereafter	Course Instructor and Program Coordinator

Objective 2: Consistently integrate the best evidence for practice from sources of information with clinical judgment and patient/client values to determine the best care for a patient/client.

Student Learning Outcomes	Courses/Educational Strategies (indicate if the outcome is introduced [I], practiced [P], or reinforced [R])	Assessment Method(s)	Source(s) of Assessment	Target for Student Achievement	Time of Data Collection	Person(s) Responsible
2.1 Examine movement and strength abnormalities for the upper and lower extremities and spine using best available evidence and clinical reasoning,	PHTH 624 (I), PHTH 710 (P), PHTH 728 (R), PHTH 885 (R)	3 Final Exam questions to be developed (Evidence-based questions for evaluation, examination and screens)	PHTH 728	80% of students will correctly answer each question	Spring of 2017 and every 3 years thereafter	Course Instructor and Program Coordinator
		Clinical Education Evaluation (examination skills criteria)	PHTH 885	80% of students will achieve “entry-level” by mid-term evaluation	Spring of 2018 and every 3 years thereafter	Clinical Instructor, Clinical Coordinator and Program Coordinator
2.2 Determine evidence-based basic manual therapy interventions for the peripheral joints and muscles	PHTH 624 (I), PHTH 710 (P), PHTH 728 (R)	Practical Exam (students will select appropriate evidence-based interventions based on case study)	PHTH 728	80% of students will achieve “meets requirements” on each criterion of rubric	Spring of 2017 and every 3 years thereafter	Course Instructor and Program Coordinator

2.3 Apply best current available evidence for common physical therapy interventions for patients with musculoskeletal diagnoses	PHTH 624 (I), PHTH 710 (P), PHTH 728 (R), PHTH 885 (R)	Clinical Education Evaluation (evidence-based practice criteria)	PHTH 885	80% of students will achieve “entry-level” by mid-term evaluation	Spring of 2018 and every 3 years thereafter	Clinical Instructor, Clinical Coordinator and Program Coordinator
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Objective 3: Contribute to the evidence for practice by written systematic reviews of evidence or written descriptions of practice.

Student Learning Outcomes	Courses/Educational Strategies (indicate if the outcome is introduced [I], practiced [P], or reinforced [R])	Assessment Method(s)	Source(s) of Assessment	Target for Student Achievement	Time of Data Collection	Person(s) Responsible
3.1 Understands terminology related to research design	ATTR 691 (I), PHTH 899a (P), PHTH 899b (R), PHTH 899c (R)	3 Final Exam questions to be developed (research terminology)	ATTR 691	80% of students will correctly answer each question	Fall of 2016 and every 3 years thereafter	Course Instructor and Program Director
3.2 Conducts a thorough search for literature on a given topic	ATTR 691 (I), PHTH 899a (P), PHTH 899b (R), PHTH 899c (R)	Research Proposal Rubric (to be developed)	PHTH 899a	80% of students will score “exceeds expectations” for lit review depth	Fall of 2016 and every 3 years thereafter	Course Instructor and Program Director
3.3 Critically analyzes results from a literature search	ATTR 691 (I), PHTH 899a (P), PHTH 899b (R), PHTH 899c (R)	Research Proposal Rubric (to be developed)	PHTH 899a	80% of students will score “exceeds expectations” for lit review analysis	Fall of 2016 and every 3 years thereafter	Course Instructor and Program Director
3.3 Synthesizes final results of research in written form	ATTR 691 (I), PHTH 899a (P), PHTH 899b (R), PHTH 899c (R)	Research Defense/Final Project Rubric (to be developed)	PHTH 899c	80% of students will score B or higher for final project score	Fall of 2017 and every 3 years thereafter	Course Instructor and Program Director

Objective 4: Demonstrate a commitment to lifelong learning						
Student Learning Outcomes	Courses/Educational Strategies (indicate if the outcome is introduced [I], practiced [P], or reinforced [R])	Assessment Method(s)	Source(s) of Assessment	Target for Student Achievement	Time of Data Collection	Person(s) Responsible
4.1 Understand professional requirements for continuing medical education	PHTH 600 (I), PHTH 624 (P), PHTH 800 (R)	2 Final Exam questions to be developed	PHTH 800	80% of students will correctly answer each question	Fall of 2017 and every 3 years thereafter	Course Instructor and Program Director
4.2 Attend continuing medical education sessions	PHTH 600 (I), PHTH 800 (P), PHTH 885 (R)	Attendance at a Continuing Medical Education Session during Final Clinical Rotation	PHTH 885	90% of students will attend at least 1 continuing medical education session	Spring of 2018 and every 3 years thereafter	Clinical Instructor, Clinical Coordinator and Program Coordinator
4.3 Provide continuing medical education sessions to other healthcare providers	PHTH 600 (I), PHTH 800 (P), PHTH 885 (R)	Provision of a Continuing Medical Education Session during Final Clinical Rotation	PHTH 885	90% of students will provide at least 1 continuing medical education session	Spring of 2018 and every 3 years thereafter	Clinical Instructor, Clinical Coordinator and Program Coordinator

Objective 5: Demonstrate a commitment to the healthcare needs of rural and underserved populations

Student Learning Outcomes	Courses/Educational Strategies (indicate if the outcome is introduced [I], practiced [P], or reinforced [R])	Assessment Method(s)	Source(s) of Assessment	Target for Student Achievement	Time of Data Collection	Person(s) Responsible
5.1 Understand the special healthcare challenges facing rural communities	PHTH 600 (I), AHS 720 (P), PHTH 823 (R)	2 Final Exam questions to be developed	PHTH 823	80% of students will correctly answer each question	Fall of 2017 and every 3 years thereafter	Course Instructor and Program Director
5.2 Understand the special healthcare challenges facing underserved populations	PHTH 600 (I), AHS 720 (P), PHTH 823 (R)	2 Final Exam questions to be developed	PHTH 823	80% of students will correctly answer each question	Fall of 2017 and every 3 years thereafter	Course Instructor and Program Director
5.3 Provide pro-bono physical therapy services to the local community	PHTH 600 (I), PHTH 624 (P), PHTH 710 (R), PHTH 728 (R)	Participation in pro-bono services	PHTH 728	80% of students will volunteer for >1 session	Fall of 2017 and every 3 years thereafter	Course Instructor and Program Director

COMMENTS

Strengths, Concerns, Recommendations for Improvement

Since the program is new and no results are available, I did not complete the Student Learning Summary Report scoring rubric, but I wanted to make a few observations. Outcomes such as 1.1 and 1.2 are specific, measurable, program-level outcomes. Others are too narrow. I recognize that your accreditor may dictate the program's outcomes, but if you have some control over them, I suggest you combine outcomes such as 4.1-4.3, for example, which could be subsumed under objective four, "Demonstrate a commitment to lifelong learning." Right now, the program has sixteen outcomes, and while you've developed a realistic, three-year plan to assess them, reducing the number will be to your advantage.

Conversely, I suggest you expand the number/kind of assessment methods. While you've identified two projects and the clinical evaluation, most of the outcomes are assessed by exams—and I question whether an exam question is the best way to assess such things as students' ability to provide competent PT services. Be sure to provide sufficient detail about the measures so that I can tell easily that they support the associated outcomes.

Otherwise, your performance standards look appropriate; time and data will tell for sure. It also looks as if multiple faculty members will be involved in collecting and analyzing data (include their names in the next report so that I can gauge the extent of the involvement).

Next year when you submit your report, be sure that Part Two details what you've learned about student learning in relation to each outcome, what's working and what isn't, and what changes you're planning (or will plan, once you have more data to base decisions on). Eventually Part Two should look at student learning over time, the goal being to demonstrate continuous improvement.