

ISU Assessment Plan: DPT Program

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.

Vision Statement:

The vision of the ISU Doctor of Physical Therapy Program is in accordance with the APTA's Vision of transforming society by optimizing movement to improve the human experience. Graduates will serve as autonomous practitioners who demonstrate a strong commitment to professionalism and ethical behavior. Graduates of the program will be **evidence-based clinicians, inquisitive life-long learners** and will possess the necessary skills for critical analysis and research. The graduating students will provide patient-centered, culturally sensitive services to their clients and will be recognized in the community as health care specialists of choice for the treatment and management of physical impairment and/or functional limitations. Graduates will **advocate for and promote health equity** for all individuals across the lifespan.

The DPT Assessment plan for the university incorporates elements of the program visions statement as highlighted above.

Advocate and Promote Health						
Student Learning Outcomes	Courses/Educational Strategies (indicate if the outcome is introduced [I], practiced [P], or demon. mastery[D])	Assessment Method(s)	Source(s) of Assessment	Target for Student Achievement	Time of Data Collection	Person(s) Responsible
Promote health and quality of life by applying concepts and strategies of screens for health, fitness and wellness	PHTH 600 (I), AHS 720 (P), PHTH 820 (D)	Classroom Assignment/Service learning project	PHTH 600	Average score on post-screening reflection assignment 90% (TBD)	Spring of 2017 and every 3 years thereafter	Course Instructor and Program Coordinator
Apply principles of health promotion in developing wellness programs (may include recommendation of balanced diet, promotion of physical activities, education, and/or counseling)	PHTH 600 (I), AHS 720 (P), PHTH 820 (D)	Health Promotion Theory Quiz 2 questions related to application	AHS 720	Average score 90%	Spring of 2017 and every 3 years thereafter	Course Instructor and Program Coordinator

Evidence-based Clinicians						
Student Learning Outcomes	Courses/Educational Strategies (indicate if the outcome is introduced [I], practiced [P], or Demon. Mastery [D])	Assessment Method(s)	Source(s) of Assessment	Target for Student Achievement	Time of Data Collection	Person(s) Responsible
Apply best current available evidence for common physical therapy interventions for patients with musculoskeletal diagnoses	PHTH 624 (I), PHTH 728 (P), PHTH 885 (D)	Clinical Education Evaluation (Evidence-Based Plan of Care criteria)	PHTH 885	80% of students will achieve "entry-level"	Spring of 2018 and every 3 years thereafter	Clinical Instructor, Clinical Coordinator and Program Coordinator

Life-long 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
Demonstrate a commitment to lifelong learning by understanding professional requirements for continuing medical education	PHTH 600 (I), PHTH 624 (P), PHTH 800 (D)	2 Final Exam questions to be developed PHTH 600	PHTH 800	80% of students will correctly answer each question	Fall of 2017 and every 3 years thereafter	Course Instructor and Program Director
Demonstrate a commitment to lifelong learning by effectively educating others in current best practices	PHTH 600 (I), PHTH 785 (P), PHTH 885 (D)	Clinical Education Evaluation (Educational Interventions Criteria)	PHTH 885	90% of students will reach “entry-level”	Spring of 2018 and every 3 years thereafter	Clinical Instructor, Clinical Coordinator and Program Coordinator

Health Equity						
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
Demonstrate an understanding of the healthcare needs of rural and underserved populations	PHTH 600 (I), AHS 720 (P), PHTH 823 (D)	Personal Reflection Paper	PHTH 823	Average score on reflection grading rubric 90% (TBD)	Fall of 2017 and every 3 years thereafter	Course Instructor and Program Director
Demonstrate a commitment to the healthcare needs of rural and underserved populations by providing effective pro-bono physical therapy services to the public	PHTH 600 (I), AHS 720 (P), PHTH 820 (D)	Participation in pro-bono services/service learning project	PHTH 820	Average score on service learning project scoring rubric 90% (TBD)	Fall of 2017 and every 3 years thereafter	Course Instructor and Program Director