

# School of Health and Rehabilitation Sciences

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## PRAC Annual Report 2009-2010

The School of Health and Rehabilitation Sciences (SHRS) offers a Ph.D. in Health and Rehabilitation Sciences, Master of Science in Nutrition and Dietetics, Master of Science in Occupational Therapy, Doctor of Physical Therapy, and Master of Science in Therapeutic Outcomes Research. The school has been approved to offer an undergraduate degree in Health Sciences beginning fall of 2010 and will offer a revised MSHS in the fall 2010. At that time, the MS in Therapeutic Outcomes Research will be discontinued due to low enrollment. This report contains assessment data for all three professional programs and the PhD program. In addition to the reported assessment data, assessment plans for the newly developed and revised programs are also presented; however, no data are available at this time. The final portion of the report will focus on the SHRS Strategic Plan with specific emphasis placed on goals that impact student learning.

This document outlines program goals for the professional degrees and the PhD degree. IUPUI recently adopted the principles of graduate learning which are listed below for both graduate and professional programs. Each of these goals is highly correlated to existing program goals for all disciplines within the School. Consequently, each of the goals below is numbered and has been linked to existing goals within each assessment data table. Goal association is marked as PGL (Principles of graduate learning) and then the corresponding number.

### **Principles of Graduate and Professional Learning**

*Graduate students earning an Indiana University or Purdue University Ph.D. on the IUPUI campus will demonstrate the following abilities related to the research focus of the degree:*

1. Demonstrate the knowledge and skills necessary to identify and conduct original research, scholarship or other creative endeavors appropriate to the field
2. Communicate effectively high level information from their field of study
3. Think critically and creatively to solve problems in their field of study
4. Conduct research in an ethical and responsible manner

*Graduate students in **professional graduate** programs on the IUPUI campus will demonstrate the following abilities:*

1. Demonstrate the knowledge and skills needed to meet disciplinary standards of performance, as stated for each individual degree
2. Communicate effectively with their peers, their clientele, and the general public
3. Think critically and creatively to improve practice in their field
4. Meet all ethical standards established for the discipline

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### Department of Occupational Therapy

**Mission:** The mission of the Indiana University (IU) Department of Occupational Therapy (OT) is to provide a nationally recognized entry-level graduate professional program and advanced graduate education. Faculty and student scholarship increases opportunities for meaningful participation in individual, family and community life. Through collaboration with colleagues across IUPUI and the professional community, we explore initiatives and disseminate knowledge and approaches to improve overall health and quality of life for all persons. To this end, we embrace interdisciplinary and translational research as it relates to health, social participation, and rehabilitation sciences.

1. Department of Occupational Therapy Student Educational Goals	2. Learning Outcomes	3. Educational Program Plan	4. Assessment Methods	5. Program Outcomes	6. What improvements have been made based on assessment findings?
<p>IU OT graduates will reflect the values of the AOTA Centennial Vision by being science driven, occupation-focused, evidence-based, professionals who assist individuals in meeting their occupational needs promoting participation at several levels. In concert with the IU Department of OT's mission, graduating students will demonstrate professional reasoning, communication, and reflection (Schön, 1983)</p>	<p>1. <b>Matriculate</b> graduates into the OT profession with a pass rate above the national average on the NBCOT examination for first-time takers. (PGL 1, 4)</p> <p>2. <b>Disseminate</b> scholarship by submitting, presenting, consulting, and/or publishing locally, nationally and internationally (PGL 3).</p> <p>3. <b>Promote</b> best practice in occupational therapy (PGL 2, 3, 4).</p> <p>4. <b>Facilitate</b> social participation and community involvement (civic engagement)</p>	<p>1. Comprehensive didactic curriculum</p> <p>2. Fieldwork experiences that support didactic knowledge and prepare student for clinical practice</p> <p>3. Participation in research publications and presentations</p> <p>4. Interactive learning community focused on reflection-in-action.</p>	<p>1. Student passing rate on the OT Certificate Examination</p> <p>2. Student performance during fieldwork experiences assessed through standardized evaluations</p> <p>3. Presenting and publishing research projects at a state, regional, and professional conferences</p> <p>4. Student involvement in professional associations and community activities</p> <p>5. Alumni survey data on curricular</p>	<p>1. 2007-2009 pass rate of 94% for first time test takers (National average was 85%)</p> <p>2. 2007-2009 repeat test takers passed with 100% average</p> <p>3. 2007-2009 first attempt fieldwork pass rate was 92%</p> <p>4. 2007-2009 20% of students in each class presented or published research with the help of faculty mentors</p> <p>5. Alumni survey results indicated overall satisfaction at</p>	<p>Comprehensive curricular evaluation was complete in 2008</p> <p>Changes to the internship sequence were initiated (2009-10)</p> <p>A reflective topic focus was implemented throughout the seminar series (2009-10)</p>

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	(PGL 3).		preparation	84% (goal of 75%) Areas of concern included: focus on reflective topics during seminar courses and reduce the number of internship weeks between year 1 and year 2 and adding them at the end of year 2	
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### Department of Nutrition and Dietetics

#### Program: Dietetic Internship Program

**Mission:** The mission of the Dietetic Internship Program is to provide advanced education and supervised practice opportunities for future leaders in the application and advancement of dietetics.

1. Student Educational Goals	2. Learning Outcomes	3. Educational Program Plan	4. Assessment Methods	5. Program Outcomes	6. What improvements have been made based on assessment findings?
<p>Goal 1: The overriding goal of the Dietetic Internship Program is to assist the dietetic intern in making the transition from student to professional.</p> <p>Goal 2: Provide qualified healthcare professionals to serve the needs of the citizens of Indiana.</p>	<p>1. The concentration experience provides an opportunity for each intern to increase his/her depth of information and proficiency in a particular aspect of clinical or customer service (PGL 1, 2, 3, 4).</p> <p>2. The intern has the opportunity to personalize this concentration according to his/her interests (PGL 1).</p> <p>3. The Dietetic Intern will demonstrate competency for nine different concentration experiences (PGL 1, 4).</p>	<p>The Dietetic Internship provides:</p> <p>12 weeks of food systems management including extended care</p> <p>15 weeks of medical nutrition therapy including special experiences in pediatrics, diabetes clinics and renal outpatient clinics.</p> <p>6 weeks of community nutrition including WIC clinics, home delivered meals, congregate feeding, community clinics, food banks, soup kitchens and school feeding.</p> <p>The concentration in Clinical and Customer Service is the final four</p>	<p>1. Over a five-year period, the pass rate for Dietetic Internship Program graduates taking the registration examination for the first time will be at least 80%.</p> <p>2. 85% or more of the Dietetic Interns admitted over a five-year period will successfully complete the Dietetic Internship Program within 150% (15 months) of the time planned for completion.</p> <p>3. 80% or more of the Dietetic Internship Program graduates, who respond to the 1-year post graduation survey, will report satisfaction with preparation provided by the Dietetic Internship Program for their first</p>	<p>Five year pass rate (2005-2009-most recent data) for Registration Examination for Dietitians at 88%</p> <p>100% of all Dietetic Interns admitted from 2006 to 2010 successfully completed the program in 15 months.</p> <p>100% of all 2009 graduates of the Dietetic Internship Program who responded to the 1 year post graduate</p>	<p>No improvements needed</p> <p>No improvements need</p> <p>No improvements need</p>

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		<p>weeks of the Dietetic Internship Program.</p>	<p>professional position.</p> <p>4. 80% or more of the employers of Dietetic Internship Program graduates, who respond to the 1-year post graduation survey, will report themselves satisfied with the preparation of the entry-level dietitian.</p> <p>5. Over a five-year period, 70% or more of Dietetic Internship Program graduates who sought employment in dietetics will be employed within three months of program completion.</p>	<p>survey reported that they were satisfied with their preparation</p> <p>Survey links were sent to internship graduates to forward to employers. No feedback was received.</p> <p>The most recent 5 year period 2005-2009, 85% of the Dietetic Internship Program graduates who sought employment were employed with in 3 months following program completion</p>	<p>Graduates were resent links at least three times without generating employer data.</p> <p>No improvements need</p>
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### Department of Physical Therapy

**Mission:** The mission of the Department of Physical Therapy at Indiana University is to educate competent autonomous DPTS who, by their commitment to advance the health and quality of life for all, are leaders regionally, nationally and internationally. The Faculty are dedicated to creating a collaborative environment demonstrating excellence in teaching and learning, research and creative activity and service to the community and profession.

1. Student Educational Goals	2. Learning Outcomes	3. Educational Program Plan	4. Assessment Methods	5. Program Outcomes	6. What improvements have been made based on assessment findings?
<p>The Goal of the Department of Physical Therapy is to prepare autonomous Doctors of Physical Therapy who by their commitment to advance the health and quality of life for all humanity are recognized as leaders among health professionals and the community.</p>	<ol style="list-style-type: none"> <li>1. Practice as autonomous point-of-entry provides of physical therapy services in adherence to ethical, professional and legal standards within a variety of clinical and community settings (PGL 1,4).</li> <li>2. Communicate verbally and in writing with patient/clients and their caregivers, colleagues, legislators, third-party payors and other constituents (PGL 2).</li> <li>3. Demonstrate proficiency in providing culturally competent care across the lifespan (PGL 1, 3).</li> <li>4. Demonstrate decision-making skills including clinical reasoning, clinical judgment, and reflective practice (PGL 3).</li> <li>5. Screen patients/clients to determine the need for further examination or consultation by a PT or referral to another health care professional (PGL 1).</li> <li>6. Demonstrate competence in</li> </ol>	<p>The curriculum of the physical therapy educational program is a balance of coursework in social sciences, humanities, and natural and health sciences. The curriculum incorporates strong foundational, clinical, and applied sciences that contribute to the unique body of knowledge in physical therapy and rests on five fundamental concepts.</p> <ol style="list-style-type: none"> <li>1. Problem solving</li> <li>2. Evidence-based clinical decision making</li> <li>3. Guide to physical therapy practice</li> <li>4. International Classification of Functioning model</li> <li>5. Individual-centered approach to clinical decision-making</li> </ol>	<ol style="list-style-type: none"> <li>1. State Board Exam Scores</li> <li>2. Student performance on Clinical Internships</li> <li>3. Written course exam scores</li> <li>4. Individual course practical performances</li> <li>5. Graduate exit interviews and survey data</li> <li>6. Alumni &amp; employer survey data</li> </ol>	<ol style="list-style-type: none"> <li>1. The 2009 first time pass rate for PT graduates was 96.88% (National Average = 88.4%) <ul style="list-style-type: none"> <li>• The retake pass rate for 2009 was 100%</li> <li>• 2007 -2009 first time pass rate is 97.9% (National ave = 87%)</li> </ul> </li> <li>2. 100% pass rate for all 2009 physical therapy students for their spring internships</li> <li>3. Fall 2009, 98% of students achieved 75% average or higher on course exams</li> </ol> <p>Spring 2010, 98% of</p>	<p>Clinical exposure</p> <ul style="list-style-type: none"> <li>• Increase student exposure to patient interaction through three changes <ol style="list-style-type: none"> <li>1. Integrated clinical model</li> <li>2. clinical electives</li> <li>3. change length of internships</li> </ol> </li> </ul> <p>Interdisciplinary activity</p> <ul style="list-style-type: none"> <li>• Increase student involvement with OT and nutrition <ol style="list-style-type: none"> <li>1. support interdisciplinary activities</li> <li>2. organize joint efforts between department for student professional development once a</li> </ol> </li> </ul>

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	<p>examination and re-examination of a patient/client using evidence based tests and measures (PGL 1, 2).</p> <p>7. Evaluate all available data (including examination, medical and psychosocial) to establish and communicate a physical therapy diagnosis and to determine patient/client prognosis (PGL 3).</p> <p>8. Establish a collaborative physical therapy plan of care that is safe, effective, patient/client-centered, and evidence-based (PGL 4).</p> <p>9. Demonstrate accountability for the efficient, coordinated management of care (primary, secondary, or tertiary) based on the patient's/client's goals and expected functional outcomes (PGL 1, 2).</p> <p>10. Implement safe and effective physical therapy intervention plans within a variety of care delivery settings including reflective practice leading to optimal outcomes (PGL 1).</p> <p>11. Provide effective education for patient/clients, caregivers, colleagues and the general public (PGL 2).</p> <p>12. Contribute to the advancement of physical therapy practice through critical evaluation and informed application of the findings of professional and scientific literature (PGL 3).</p> <p>13. Complete accurate and concise documentation in a timely manner that supports the problem solving process and follows guidelines and specific documentation formats</p>			<p>students achieved 80% average or higher on course exams</p> <p>4. 95% first time pass rate on practical exam for fall 09 and spring 10 combined</p> <p>5. Exit Interview and alumni data</p> <ul style="list-style-type: none"> <li>• Strengths             <ul style="list-style-type: none"> <li>Academic preparation</li> <li>Faculty knowledge and compassion</li> <li>Professional development</li> <li>Program environment</li> <li>Curricular content</li> </ul> </li> <li>• Weaknesses             <ul style="list-style-type: none"> <li>Diverse clinical exposure – last internship is too short, would like exposure to more diverse populations</li> <li>Interdisciplinary activities – would like more interaction with OT students</li> <li>Curricular content in the areas of pediatrics and advanced topics</li> </ul> </li> </ul>	<p style="text-align: center;">semester</p> <p>Curricular content</p> <ul style="list-style-type: none"> <li>• Improve selected topics course content to reflect more contemporary practice</li> <li>• Enhance pediatric training by improving quality of faculty teaching curriculum</li> <li>• Develop a comprehensive documentation plan for the curriculum</li> </ul> <p>Resources</p> <ul style="list-style-type: none"> <li>• Update computer lab equipment</li> <li>• Work with Dean's office to develop environment for student group learning</li> </ul> <p>Administrative</p> <ul style="list-style-type: none"> <li>• Implement interview process for admissions</li> </ul>
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	<p>required by the practice setting (PGL 1, 4).</p> <p>14. Participate in the administration of PT services including delegation and supervision of support personnel, management planning, marketing, budgeting, reimbursement activities and clinical education of students (PGL 1, 4).</p> <p>15. Provide consultation services to individuals and groups including by providing wellness and health promotion program appropriate to physical therapy (PGL 1, 3).</p> <p>16. Formulate and implement a plan for personal and professional development and life-long learning based on self-assessment, reflection and feedback from others (PGL 3).</p> <p>17. Demonstrate social and professional responsibility through mentoring and participation in professional and community organizations and activities (PGL 1).</p>			<p>Resources – study space and computer access</p> <p>Administrative – poor admissions process, would like to see interviews added</p>	
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### Department of Health Sciences

#### Undergraduate Program: Bachelor's Degree in Health Sciences

**Mission:** This interdisciplinary program has been designed to meet the needs of three specific groups of students: (1) students who want to prepare for entry and mid-level positions in for profit and not for profit health care organizations, (2) students who want to apply to graduate health professions programs, and (3) licensed health care professionals who have already obtained an associate's degree in an allied health field and would like to obtain a baccalaureate degree.

The Bachelor's Degree in Health Sciences was recently approved and we will begin admitting students for fall 2010. The following represents the proposed program assessment plan.

#### Program Assessment

The following chart illustrates the components of the degree assessment plan in the areas of mission/policies/procedures, student learning outcomes, and retention/graduation/employment. In each case, results will be noted and corrective action taken to continuously improve the program and its outcomes.

Each of the goals listed has been identified as critical to the mission and success of the program. While attainment of most of these goals can be determined while students are still enrolled, some goals are best assessed by determining what students do after graduation, such as enroll in post baccalaureate health professional programs, become employed in their area of interest or attain upward career mobility. These goals are best assessed through graduate surveys.

Many of the goals will be assessed annually, especially those related to policies and procedures and availability of necessary resources. Other more complex goals may best be assessed in a review format such as a five year review that would include reviewers both internal and external to the campus.

#### Mission/Policies/Procedures

Goal	Freq of Assessment	Responsibility	How Assessed	Documents Used	Benchmarks
Program congruent with IUPUI mission	Annually	Program director	Compare program mission with IUPUI mission	Mission statements	All documents congruent
Program congruent with	Annually	Program director	Compare program mission with SHRS mission	Mission statements	All documents congruent

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SHRS mission					
Program adheres to IUPUI undergraduate program requirements	Annually	Program director and ASRD Committee	Compare program requirements with IUPUI requirements	Program requirements and IUPUI requirements	All documents congruent
Program information dissemination is accurate	Ongoing	Program director and SHRS Associate Dean	Review all dissemination materials	Website; all written program materials	All materials accurate
Admission requirements are correlated with student retention	Annually	Program director and SHRS Associate Dean	Correlate components of admissions with retention	Admissions criteria and retention data	Correlate admissions criteria with retention data and student graduation; revise admissions criteria if necessary
Students progress through the program in a timely manner	Bi-annually	Program director and SHRS Associate Dean	Track student progression	Student plan of study and student transcripts	Six year graduation expectation

### Resources

Qualified faculty available	Annually	Program director	Review course assignments	Semester course offerings; faculty CVs	All courses are appropriately staffed
Faculty are educating students effectively	Semester; annually	Program director	Course evaluations; annual faculty review	Course evaluations; annual faculty review	Course evaluations are consistent with standards met by faculty in the SHRS
Required courses are available	Annually	Program director	Review course offerings	Semester course offerings	All courses are offered in a timely manner

### Student learning outcomes

Students will be able to articulate	At time of graduation	Program director	Exit interviews of graduating students	Exit interview transcripts	All graduating students should be able to articulate the theoretical framework of
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the theoretical framework of their degree					their degree
All students meet PUL requirements in their degree program	Formative-annually Summative-at time of graduation	Program director	Student progress in meeting each of the PULs	Portfolios	All students meet PUL requirements by time of graduation
All students meet one of the RISE initiatives	At time of graduation	Program director	Match RISE initiatives with student performance	Transcripts or evidence of experiential learning	All students to meet one of the RISE initiatives
Students to meet degree objectives through required coursework objectives	Each semester	Course instructor/ program director	All courses will have written objectives congruent with the purpose of the course	Syllabi	Student performance in courses
Students successfully apply to graduate programs of interest	Annually post graduation at one year and three year	Program director	Post graduation survey	Survey	90% of students accepted in post graduate program of interest
Students are employed in their area of interest and report high job satisfaction	Annually post graduation at one year and three year	Program director	Post graduation survey	Survey	90% of students employed in their area of interest

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### Department of Health Sciences

#### Masters of Science in Health Sciences

**Mission:** provides health care professionals and educators with information about current trends and issues in the health sciences. The degree prepares its graduates to assume leadership roles in practice and educational settings.

The Master's of Science Degree in Health Sciences was recently reactivated and we will begin admitting students for fall 2010. The assessment plan for this degree program is being formulated.

Goal	Frequency of Assessment	Responsible Person/Office	How Assessed	Documents to be Used	Benchmarks
Program congruent with IU mission	Annually	Program director	Compare program mission with IU mission	Program mission statement/ IU mission statement	All documents congruent
Program congruent with SHRS mission	Annually	Program director	Compare program mission with SHRS mission	Program mission statement/ SHRS mission statement	All documents congruent
Program adheres to IU Graduate School requirements	Annually	Program director/ School Graduate Affairs Committee representative	Compare program requirements and guidelines with IU Graduate School requirements and guidelines	Program requirements and guidelines/ IU Graduate School requirements and guidelines	All requirements and guidelines congruent
Program information disseminated is accurate	On-going	Program director/ SHRS Associate Dean	Review all dissemination material	SHRS website/ All written program materials	All materials accurate
Admissions requirements are correlated with program success	Bi-annually once first cohort has graduated	Program director/ faculty	Correlate admissions requirements with student success	Admissions requirements, Student academic progress and graduation data	All students who meet admissions requirements and are accepted into the program remain in good academic standing and graduate from the program

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Students progress through the program in a timely manner	Annually	Program director	Track student progress	Student plan of study/ Student transcripts	All students demonstrate timely progress
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### Department of Health Sciences

#### Doctor of Philosophy in Health and Rehabilitation Sciences

**Mission:** designed to develop scholar who, through their leadership and original research, will contribute to the knowledge base in health and rehabilitation sciences. We envision program graduates emerging as leaders in education and research in universities, clinical facilities and industry.

The Doctor of Philosophy in Health and Rehabilitation Sciences completed its second year in the spring of 2010

Student Competencies Graduates of the program will be able to:

Learning Outcomes	Educational Assessment Methods	Benchmarks	Program Outcomes	Changes/Improvements
Articulate the theoretical frameworks of rehabilitation with particular focus on relevance to clinical discipline and area of concentration (PGL 1)	course grade performance on comprehensive exam	Each student to pass SHRS W660 Each student to pass the comprehensive exam	All students have passed W660.  One student received a conditional pass in the qual exam; was retested and passed  One other student has received a conditional pass and a failing grade on the qual exam; she will be retested.	Students who receive a conditional pass on a question will have an oral exam follow up.  Students who fail a question will have another written exam in that area.  If a student fails the second attempt, the student will be dismissed from the program
Describe theories of health promotion and disease prevention	course grade performance on comprehensive exam	Each student to pass SHRS W661 Each student to pass the comprehensive exam	All students have passed W661.	

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Demonstrate enhancement of knowledge base of health and rehabilitation sciences from an interdisciplinary perspective (PGL 1, 3)	course grades performance on comprehensive exam	Each student to pass all PhD core courses Each student to pass the comprehensive exam	We have had 2 students who were accused of plagiarism in a core course.	Each student received an F for the course but was allowed to continue in the program with sanctions to include no grad school coursework until the course in question was retaken and passed and probation for the remainder of the program.  Provide students with necessary educational information on plagiarism
Analyze health services methodological approaches to rehabilitation (PGL 1, 3)	course grade performance on comprehensive exam	Each student to pass SHRS W662 Each student to pass the comprehensive exam	One student failed W662 due to plagiarism	See sanctions as outlined above
Critically evaluate research in rehabilitation (PGL 3)	course grades dissertation work	Each student to pass AHLT W520, SHRS W690 Each student to have his/her dissertation accepted	No student has completed dissertation at this time	None necessary
Access systematic reviews and meta-analysis databases (PGL 3)	course grades dissertation work	Each student to pass SHRS W690 Each student to have his/her dissertation accepted	No student has completed dissertation at this time	None necessary
Engage in substantive research in rehabilitation as it relates to their area of concentration (PGL 1, 3)	review of research activities upon graduation	Each graduate to be involved in substantive research one year post graduation	No student has graduated from the program at this time	None necessary
Demonstrate an ethical approach to research activities (PGL 4)	performance in research practicum feedback from employers	Each student to pass the research practicum Employer feedback positive	All students who have enrolled in research Practicum have received passing grades	None necessary

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Submit a research grant to an external agency (PGL 1, 3)	submission of a grant	Each student to submit a research grant within 2 years post graduation	No student has graduated from the program at this time	None necessary
Submit a manuscript to a peer reviewed publication (PGL 2)	submission of a manuscript	Each student to submit a manuscript within 2 years post graduation	No student has graduated from the program at this time	None necessary
Demonstrate the use of evidence based practice concepts (PGL 3)	course grade self-reflection	Each student to pass AHLT W520 Each student to demonstrate use of these concepts as measured by the graduate survey	All students who enrolled in W520 received a passing grade	None necessary
Teach others about rehabilitation as it relates to the discipline and area of concentration (PGL 2)	performance in teaching practicum feedback from employer	Each student to pass SHRS W672 Employer feedback positive (if relevant)	All students enrolled in W662 have received passing grades	None necessary
Graduates of the program are employed upon graduation OR are accepted into post graduate fellowships	employment records fellowship offers	All graduates of the program are either employed or have been accepted into a fellowship one year post graduation	No student has graduated from the program at this time	None necessary

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#### Strategic Plan:

- Goal: All capped programs fully enrolled.

*Status: Goal met.* The internship program in Nutrition and Dietetics, the Doctorate in Physical Therapy, and the Masters of Science in Occupational Therapy each admitted full cohorts for the 2009-10 academic year.

- Goal: Implementation of a BS in Health Sciences

*Status: Goal in progress.* The Program has been approved and is enrolling its first students in the fall of 2010

- Goal: Establish the feasibility of implementing a Master of Physician Assistant Studies

*Status: Goal met.* The Master of Physician Assistant Studies has been developed and received support from other schools and community

- Goal: Develop economic model for proposed Master of Physician Assistant Studies

*Status: Goal met.* The economic model has been established and approved

- Goal: Obtain internal and external approval to implement Master of Physician Assistant Studies

*Status: Goal in progress.* The proposed program has been approved by the ALC and IUBOT. The program will be reviewed by ICHE this fall. The School is currently conducting a search for a Chair. The initial accreditation visit is scheduled for May of 2011.

- Goal: Collect comparative data on student performance on national licensure/certification examinations

*Status: Goal met.* Occupational, Physical Therapy and Nutrition and Dietetics Professional Programs have established an above average performance on national licensure exams for 2009-2010.

- Goal: Submit application for “Signature Center” grant to secure funding for research

*Status: Goal met.* Dr. Warden along with multiple collaborative partners was awarded funding to support the development of a “Signature Center” through the School of Health and Rehabilitation Sciences. Funding will be used, among other things, to support student stipends for research.

#### Diversity Plan:

- Goal: Establish a school diversity committee

*Status: Goal met.* The diversity committee was established in 2009

- Goal: Obtain and review documented evidence that program curriculum content and pedagogical strategies reflect commitment to diversity

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*Status: Goal met.* All programs reviewed course syllabi for explicit evidence to reflect a commitment to diversity. Numerous objectives are present in course syllabi for the Physical Therapy, Occupational Therapy, and Nutrition and Dietetics educational programs reflecting this commitment. Syllabi in the Health Sciences programs have 100% compliance with this objective. The diversity committee will continue to monitor curricular changes.

- Goal: Increase minority student recruitment and retention

*Status: Goal not met.* No increases in minority enrollment were achieved in 2009-2010. Efforts to increase minority enrollment have focused on providing information about our programs to minority groups and historically black colleges.