

School of Health and Rehabilitation Sciences

PRAC Annual Report 2010-2011

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 began offering a Health Sciences undergraduate major in fall of 2010 as well as a revised MSHS.. This report contains assessment data for all three professional programs, the PhD program, and the BS in Health Sciences. The final portion of the report will focus on the SHRS Strategic Plan with specific emphasis placed on goals that impact student learning.

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

School of Health and Rehabilitation Sciences

PRAC Annual Report 2010-2011

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,</p> | <ol style="list-style-type: none"> 1. Being mindful, reflective, ethical and critical thinking practitioners. 2. Anticipating, analyzing and addressing occupational needs using occupation-based interventions. 3. Advocating, communicating and contributing to OT in | <ol style="list-style-type: none"> 1. Comprehensive didactic curriculum 2. Fieldwork experiences that support didactic knowledge and prepare student for clinical practice 3. Interactive learning community focused on reflection-in-action, informing us where they are employed. | <ol style="list-style-type: none"> 1. 80% of students will express this in reflective seminars. 2. 100% Student performance during fieldwork experiences 3. 80% of alumni will demonstrate this. 4. 100% of students will either be members of SOTA, IOTA | <ol style="list-style-type: none"> 1. At the conclusion of Reflective Seminars I & II. 2. Faculty will discuss student performance in classes and FW. 3. One year out, an alumni survey is sent out. 4. 2010-2011 Classes had 100% membership in AOTA, 30% membership in IOTA and 85% in SOTA | <ol style="list-style-type: none"> 1. Feedback from students/ faculty suggested less reflective questions with more comprehensive reflection. 2. It was found that individuals and groups were understood but not populations. Faculty will include more of this discussion during class. 3. Survey monkey is used to make it easier for responses, few are in emerging areas- |

School of Health and Rehabilitation Sciences

PRAC Annual Report 2010-2011

| | | | | | |
|--|---|--|--|--|--|
| <p>communication, and reflection (Schön, 1983)</p> | <p>existing and emerging practice areas.</p> <ol style="list-style-type: none"> 4. Valuing and demonstrating professional engagement and community participation. 5. Students overall satisfaction with their preparation. 6. Graduates will use technologies as they practice OT. | <ol style="list-style-type: none"> 4. Throughout the program, students will be encouraged to join & participate in civic and professional events. 5. After one year, students are asked about their satisfaction. 6. After one year, graduates are asked about their use of technologies. | <p>&/or AOTA, attend conferences or volunteer in a civic event not associated with the above mention organizations.</p> <ol style="list-style-type: none"> 5. 90 % of students will indicate their satisfaction with their academic preparation. 6. 100% of students will indicate using technologies in practice (i.e. BTE, PAMS, HER, etc. | <p>2008-2009 20% of graduates in each class of these classes either presented or attended a professional conference &/or published research with the help of faculty mentors</p> <ol style="list-style-type: none"> 5. 2009 Alumni results indicated overall satisfaction at 84% Areas of concern was 2 Level IIs during the summer between the two years and the reflective questions in reflective seminar II. 6. All respondents reported using technologies. | <p>LTC appears to be employment of choice.</p> <ol style="list-style-type: none"> 4. More emphasis will be made by faculty about joining professional organizations and participating in conferences/publications. 5. Concerns included: focus on reflective topics during seminar courses and reduce the number of FW experiences from 2 to 1 between year 1 and year 2. Add the one to the end of year 2. Thus, making two of the Level IIs at the end of the curriculum. In addition, reflective questions were revised to be more comprehensive and being a synthesis of their learning, reducing redundancy. 6. NA |
|--|---|--|--|--|--|

School of Health and Rehabilitation Sciences

PRAC Annual Report 2010-2011

| | | | | | |
|--|--|--|--|--|--|
| | | | | | |
|--|--|--|--|--|--|

Department of Nutrition and Dietetics 2010-2011

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 | |
| Goal 1: The overriding goal of the Dietetic Internship Program is to assist the dietetic intern in making the transition from student to professional. | Goal 2: Provide qualified healthcare professionals to serve the needs of the citizens of Indiana. |

| | | | |
|---|---|--|--|
| 2. Dietetic Internship Educational Program Plan | | | |
| 12 weeks of food systems management including extended care | 15 weeks of medical nutrition therapy including special experiences in pediatrics, diabetes clinics and renal outpatient clinics. | 6 weeks of community nutrition including WIC clinics, home delivered meals, congregate feeding, community clinics, food banks, soup kitchens and school feeding. | The concentration in Clinical and Customer Service is the final four weeks of the Dietetic Internship Program. |

| 3. Competencies/Learning Outcomes | 4. Target Benchmark | 5. Outcomes2011 |
|---|---|--------------------------------------|
| 1. Scientific and Evidence Base of Practice: Integration of scientific information and research into practice. | | |
| DI 1.1 Select appropriate indicators and measure achievement | 100% of all interns will receive Satisfactory | Target met no improvements necessary |

School of Health and Rehabilitation Sciences

PRAC Annual Report 2010-2011

| | | |
|--|--|--|
| of clinical, programmatic, quality, productivity, economic or other outcomes | Scores (S) in supervised practice rotations (SPR) indicated. 100% of all interns will receive a C or better in each course listed | Target met no improvements necessary |
| DI 1.2 Apply evidence-based guidelines, systematic reviews and scientific literature (such as the ADA Evidence Analysis Library, Cochran Database of Systematic Reviews and the US Department Health and Human Services, Agency for Healthcare Research and Quality, National Guideline Clearinghouse Web sites) in the nutrition care process and model and other areas of dietetic practice. | 100% of all interns will receive Satisfactory Scores (S) in SPR indicated. 100% of all interns will receive a C or better in each course listed | Target met no improvements necessary Target met no improvements necessary |
| DI 1.3 Justify programs, products, services and care using appropriate evidence or data | 100% of all interns will receive Satisfactory Scores (S) in SPR indicated. | Target met no improvements necessary |
| DI 1.4 Evaluate emerging research for application in dietetics practice. | 100% of all interns will receive a C or better in each course listed. | Target met no improvements necessary |
| DI 1.5 Conduct research projects using appropriate research methods, ethical procedures and statistical analysis | 100% of all interns will receive Satisfactory Scores (S) in SPR indicated. | Target met no improvements necessary |
| <i>2. Professional Practice Expectations: beliefs, values, attitudes and behaviors for the professional dietitian level of practice</i> | | |
| DI 2.1 Practice in compliance with current federal regulations and state statues and rules, as applicable and in accordance with accreditation standards and the ADA Scope of Dietetics Practice Framework, Standards of Professional Performance and Code of Ethics for the Profession of Dietetics | 100% of all interns will receive Satisfactory Scores (S) in SPR indicated. 100% of all Grant Proposals will demonstrate ethical research. 100% of all interns will achieve a score of 80% on the human subjects certification examination | Target met no improvements necessary Target met no improvements necessary |
| DI 2.2 Demonstrate professional writing skills in preparing professional communications (e.g. research manuscripts, project proposals, education materials, policies and procedures. | 100% of all interns will receive Satisfactory Scores (S) in SPR indicated. | Target met no improvements necessary |
| DI 2.3 Design, implement and evaluate presentations considering life experiences, cultural diversity and educational background of the target audience | 100% of all interns will receive Satisfactory Scores (S) in SPR indicated. 100% of all interns will receive a grade of C or better in N 591. | Target met no improvements necessary Target met no improvements necessary |

School of Health and Rehabilitation Sciences

PRAC Annual Report 2010-2011

| | | |
|---|---|--|
| DI 2.4 Use effective education and counseling skills to facilitate behavior change. | 100% of all interns will receive Satisfactory Scores (S) in SPR indicated. 100% of all interns will receive a grade of C or better on management projects and Patient education projects. | Target met no improvements necessary Target met no improvements necessary |
| DI 2.5 Demonstrate active participation, teamwork and contributions in group settings | 100% of all interns will receive Satisfactory Scores (S) in SPR indicated 100% of all interns will demonstrate satisfactory (grade C or better) in planned group activities such as health fairs etc. | Target met no improvements necessary Target met no improvements necessary |
| DI 2.6 Assign appropriate patient care activities to DTRs and/or support personnel considering the needs of the patient/client or situation, the ability of support personnel, jurisdictional law, practice guidelines and policies within the facility | 100% of all interns will receive Satisfactory Scores (S) in SPR indicated. | Target met no improvements necessary |
| DI 2.7 Refer clients and patients to other professionals and services when needs are beyond individual scope of practice | 100% of all interns will receive Satisfactory Scores (S) in SPR indicated 100% of all interns will demonstrate in class projects an understanding of referral systems for employees by earning a grade of C or better. | Target met no improvements necessary Target met no improvements necessary |
| DI 2.8 Demonstrate initiative by proactively developing solutions to problems. | 100% of all interns will receive Satisfactory Scores (S) in SPR indicated. | Target met no improvements necessary |
| DI 2.9 Apply leadership principles effectively to achieve desired outcomes | 100% of all interns will receive Satisfactory Scores (S) in SPR indicated. 100% of all interns will achieve a score of 70% or better on leadership related projects in N 567. | Target met no improvements necessary Target met no improvements necessary |
| DI 2.10 Serve in professional and community organizations | 100% of all interns will attend selected professional meetings and will report on those meetings in their journals. | Target met no improvements necessary |
| DI 2.11 Establish collaborative relationships with internal and external stakeholders, including patients, clients, care givers, physicians, nurses and other health professionals, administrative and support personnel to facilitate individual | 100% of all interns will receive Satisfactory Scores (S) in SPR indicated. | Target met no improvements necessary |

School of Health and Rehabilitation Sciences

PRAC Annual Report 2010-2011

| | | |
|---|--|--------------------------------------|
| and organizational goals | | |
| DI 2.12 Demonstrate professional attributes such as advocacy, customer focus, risk taking, critical thinking, flexibility, time management, work prioritization and work ethic within various organizational cultures | 100% of all interns will receive Satisfactory Scores (S) in SPR indicated. | Target met no improvements necessary |
| DI 2.13 Perform self-assessment, develop goals and objectives and prepare a draft portfolio for professional development as defined by the Commission on Dietetic Registration | 100% of all interns will receive Satisfactory Scores (S) in SPR indicated. | Target met no improvements necessary |
| DI 2.14 Demonstrate assertiveness and negotiation skills while respecting life experiences, cultural diversity and educational background | 100% of all interns will receive Satisfactory Scores (S) in SPR indicated. | Target met no improvements necessary |
| <i>3. Clinical and Customer Services: development and delivery of information, products and services to individuals, groups and populations</i> | | |
| DI 3.1 Perform the Nutrition Care Process (a through d below) and use standardized nutrition language for individuals, groups and populations of differing ages and health status in a variety of settings | 100% of all interns will receive Satisfactory Scores (S) in SPR indicated. | Target met no improvements necessary |
| DI 3.1.a. Assess the nutritional status of individuals, groups and populations in a variety of settings where nutrition care is or can be delivered. | | Target met no improvements necessary |
| DI 3.1.b. Diagnose nutrition problems and create problem, etiology, signs and symptoms (PES) statements | | Target met no improvements necessary |
| DI 3.1.c. Plan and implement nutrition interventions to include prioritizing the nutrition diagnosis, formulating a nutrition prescription, establishing goals and selecting and managing intervention | | Target met no improvements necessary |
| DI 3.1.d Monitor and evaluate problems, etiologies, signs, symptoms and the impact of interventions on the nutrition diagnosis | | Target met no improvements necessary |
| DI 3.2 Develop and demonstrate effective communication | 100% of all interns will receive Satisfactory | Target met no improvements necessary |

School of Health and Rehabilitation Sciences

PRAC Annual Report 2010-2011

| | | |
|--|---|---|
| skills using oral, print, visual, electronic and mass media methods for maximizing client education, employee training and marketing | Scores (S) in SPR indicated. | |
| DI 3.3 Demonstrate and promote responsible use of resources including employees, money, time, water, energy, food and disposable goods | 100% of all interns will receive Satisfactory Scores (S) in SPR indicated. | Target met no improvements necessary |
| DI 3.4 Develop and deliver products, programs or services that promote consumer health, wellness and lifestyle management merging consumer desire for taste, convenience and economy with nutrition, food safety and health messages and interventions | 100% of all interns will receive Satisfactory Scores (S) in SPR indicated. | Target met no improvements necessary |
| DI 3.5 Deliver respectful, science-based answers to consumer questions concerning emerging trends | 100% of all interns will receive Satisfactory Scores (S) in SPR indicated. | Target met no improvements necessary |
| DI 3.6 Coordinate procurement, production, distribution and service of goods and services | 100% of all interns will receive Satisfactory Scores (S) in SPR indicated. | Target met no improvements necessary |
| DI 3.7 Develop and evaluate recipes, formulas and menus for acceptability and affordability that accommodate the cultural 0+ diversity and health needs of various populations, groups and individuals. | 100% of all interns will receive Satisfactory Scores (S) in SPR indicated. | Target met no improvements necessary |
| <i>4. Practice Management and Use of Resources: strategic application of principles of management and systems in the provision of services to individuals and organizations.</i> | | |
| DI 4.1 Use organizational processes and tools to manage human resources | 100% of all interns will receive Satisfactory Scores (S) in SPR indicated. | Target met no improvements necessary |
| DI 4.2 Perform management functions related to safety, security and sanitation that affect employees, customers, patients, facilities and food. | 100% of all interns will receive Satisfactory Scores (S) in SPR indicated. | Target met no improvements necessary |
| DI 4.3 Apply systems theory and process approach to make decisions and maximize outcomes | 100% of all interns will receive Satisfactory Scores (S) in SPR indicated. | Target met no improvements necessary |
| DI 4.4 Participate in public policy activities, including both legislative and regulatory initiatives | 100% of all interns will participate in IDA Legislative Day and will contact a legislator | Attendance at IDA Legislation day was not possible as it was cancelled. Did participate |

School of Health and Rehabilitation Sciences

PRAC Annual Report 2010-2011

| | | |
|---|--|---|
| | about an area of interest. | in lecture program related to legislation. |
| DI 4.5 Conduct clinical and customer service quality management activities | 100% of all interns will receive Satisfactory Scores (S) in SPR indicated. | Target met no improvements necessary |
| DI 4.6 Use current informatics technology to develop, store, retrieve and disseminate information and data | 100% of all interns will achieve a score of 70% or better on their seminar | Target met no improvements necessary |
| DI 4.7 Prepare and analyze quality, financial or productivity data and develops a plan for intervention | 100% of all interns will receive Satisfactory Scores (S) in SPR indicated. | Target met no improvements necessary |
| DI 4.8 Conduct feasibility studies for products, programs or services with consideration of costs and benefits | 100% of all interns will receive Satisfactory Scores (S) in SPR indicated. | Target met no improvements necessary |
| DI 4.9 Obtain and analyze financial data to assess budget controls and maximize fiscal outcomes | 100% of all interns will receive Satisfactory Scores (S) in SPR indicated | Target met no improvements necessary |
| DI 4.10 Develop a business plan for a product, program or service including development of a budget, staffing needs, facility requirements and supplies | 100% of all interns will earn a grade of C or better on their grant proposal | Target met no improvements necessary |
| DI 4.11 Complete documentation that follows professional guidelines, guidelines required by health care systems and guidelines required by the practice setting | 100% of all interns will receive Satisfactory Scores (S) in SPR indicated. | Target met no improvements necessary |
| DI 4.2 Participate in coding and billing of dietetics/nutrition services to obtain reimbursement for services from public or private insurers. | 100% of all interns will receive Satisfactory Scores (S) in SPR indicated. | Direct participation at sites was not always possible. Brought in a speaker on reimbursement and went through process of becoming a registered provider and coding for reimbursement. |

| | |
|---|---|
| 6. Program Outcomes | 7. What program improvements have been made based on assessment findings? |
| Five year pass rate (2006-2010) Registration Examination for Dietitians at 81%. Class of 2010 first time passing rates were very low at 65% | We surveyed class and determined that they did not study before the exam. We solicited advice from them and shared this with the class of 2011. We moved the material on preparing for the RD Exam to April rather than June. |
| 100% of all Dietetic Interns admitted from 2006 to 2010 successfully completed the program in 15 months. | No improvements need |

School of Health and Rehabilitation Sciences

PRAC Annual Report 2010-2011

| | |
|---|---|
| <p>100% of all 2009 graduates of the Dietetic Internship Program who responded to the 1 year post graduate survey reported that they were satisfied with their preparation</p> <p>All employers who responded reported themselves satisfied with graduate preparation and would hire again from our program.</p> <p>The most recent 5 year period 2006-2010, 82% of the Dietetic Internship Program graduates who sought employment were employed with in 3 months following program completion</p> | <p>No improvements needed</p> <p>No improvements needed</p> <p>No improvements needed</p> |
|---|---|

School of Health and Rehabilitation Sciences

PRAC Annual Report 2010-2011

School of Health and Rehabilitation Sciences
Department of Health Sciences
Assessment of Student Learning
PRAC Annual Report 2010-11

The Department of Health and Rehabilitation Sciences currently offers a PhD in Health and Rehabilitation Sciences (first student admitted in Fall 2008), a Master of Sciences in Health Sciences (no students currently enrolled) and a BS in Health Sciences (first students admitted Fall 2010).

PhD in Health and Rehabilitation Sciences

Mission: Designed to develop scholars 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 faculties and industry.

| Learning Outcome | Assessment | Benchmark | Outcomes | Changes |
|--|--|--|---|---|
| Articulate the theoretical frameworks of rehabilitation with particular focus on relevance to clinical decision-making | Course grade Performance on comprehensive examination | Each student to pass SHRS W660 Each student to pass the comprehensive examination | All students passed SHRS W660 One student failed the comprehensive examination | Reviewed comprehensive examination format and framework ; consulted with School Dean and Associate Dean for Graduate Studies; Determined no changes were necessary in exam format or framework |
| Describe the theories of health promotion and disease prevention | Course grade Performance on comprehensive examination | Each student to pass SHRS W661 Each student to pass the comprehensive examination | All students passed SHRS W661 One student failed the comprehensive examination | Reviewed comprehensive examination format and framework ; consulted with School Dean and Associate Dean for Graduate Studies; Determined no changes were necessary in exam |

School of Health and Rehabilitation Sciences

PRAC Annual Report 2010-2011

| | | | | |
|---|--|---|--|---|
| | | | | format or framework |
| Demonstrate enhancement of knowledge base of health and rehabilitation sciences from an interdisciplinary perspective | Grades in core courses | Each student to pass all PhD core courses Each student to pass the comprehensive examination | All students passed all core courses One student failed the comprehensive examination | Reviewed comprehensive examination format and framework ; consulted with School Dean and Associate Dean for Graduate Studies; Determined no changes were necessary in exam format or framework |
| Analyze health services methodological approaches to rehabilitation | Course grade Performance on comprehensive examination | Each student to pass SHRS W662 Each student to pass the comprehensive examination | All students passed SHRS W662 One student failed the comprehensive examination | Reviewed comprehensive examination format and framework ; consulted with School Dean and Associate Dean for Graduate Studies; Determined no changes were necessary in exam format or framework |
| Critically evaluate research in health and rehabilitation | Course grade Dissertation work | Each student to pass SHRS W520 Each student to have his/her dissertation proposal accepted Each student to have successful dissertation defense | All students passed SHRS W520 One student presented her proposal; it was accepted | None |
| Conduct original research in area of expertise | Dissertation work | Each student to have a successful dissertation defense | No student at this phase yet in the program | |
| Communicate effectively with regard to research | Dissertation work | Each student to have a successful dissertation | No student at this phase yet in the program | |

School of Health and Rehabilitation Sciences

PRAC Annual Report 2010-2011

| | | | | |
|---|--------------------------|--|---|------|
| area of expertise | | defense | | |
| Think critically to solve problems in area of expertise | Dissertation work | Each student to have a successful dissertation defense | No student at this phase yet in the program | |
| Meet ethical standards as set forth by the program | Evaluate ethical conduct | No student to be charged with unethical conduct | No student charged with unethical conduct | None |

MS in Health Sciences

Mission: interdisciplinary degree designed for health and rehabilitation professionals and educators interested in pursuing advanced education to prepare them to assume leadership roles in practice and educational settings

| Learning Outcome | Assessment | Benchmark | Outcomes | Changes |
|--|--|---|---------------------------------------|---------------------------------------|
| Analyze trends and issues in health sciences | Course grade | Each student to pass SHRS W510 | Not applicable (No students enrolled) | Not applicable (No students enrolled) |
| Critically evaluate research in the health sciences | Course grade | Each student to pass SHRS W520 | | |
| Describe the theories of health promotion and disease prevention | Course grade | Each student to pass SHRS W661 | | |
| Demonstrate ethical conduct while in the program and with regard to the rehabilitation setting | Course grade Evaluate ethical conduct | Each student to pass SHRS W667 No student to be charged with unethical conduct | | |
| Compare and contrast health care systems in different countries | Course grade | Each student to pass SHRS W550 | | |
| Demonstrate an understanding of diversity issues in rehabilitation | Course grade | Each student to pass SHRS W625 | | |

School of Health and Rehabilitation Sciences

PRAC Annual Report 2010-2011

| | | | | |
|--|-------------------------------------|--|--|--|
| Conduct guided research in an area of interest | Thesis/project work | Each student to have his/her thesis or project accepted by committee | | |
| Communicate effectively in an area of interest | Thesis defense/project presentation | Each student to have his/her thesis or project accepted by committee | | |

NOTE: there are no outcomes or changes listed since we have not yet admitted students into the program

BS in Health Sciences

Mission: to prepare students at the baccalaureate level for advanced study and employment opportunities in the health sciences

| Learning outcome | Assessment | Benchmark | Outcomes | Changes |
|--|---------------------------|--|--|--|
| Articulate the theoretical framework of the degree | Course grade Portfolio | Each student to pass SHRS W210 Each student to have his/her portfolio reflect an understanding of the theoretical framework of the degree | All BSHS students enrolled passed SHRS W210 | Not applicable as initial data is being gathered |
| Meet PUL requirements | Transcript notation | Each student to meet all 6 PUL requirements at time of graduation | No student has graduated | |
| Meet one of the RISE requirements | Transcript notation | Each student to meet at least one of the RISE requirements at time of graduation | No student has graduated | |
| Communicate effectively orally and in writing | Course grades | Each student to pass an elementary writing course and a public speaking course | All students enrolled in the BSHS degree program have passed an elementary writing course; | |

School of Health and Rehabilitation Sciences

PRAC Annual Report 2010-2011

| | | | | |
|--|--|--|--|--|
| | | | those enrolled in a public speaking course have passed | |
| Describe the theories of health promotion and disease prevention | Course grade | Each student to pass SHRS W361 | All students passed SHRS W361 | |
| Demonstrate an understanding of diversity issues in rehabilitation | Course grade | Each student to pass W110 | All BSHS students enrolled passed SHRS W110 | |
| Compare and contrast health care systems in different countries | Course grade | Each student t pass W250 | All BSHS students enrolled passed SHRS W250 | |
| Critically evaluate research in heath and rehabilitation | Course grade | Each student to pass SHRS W442 | Course not yet offered | |
| Demonstrate ethical conduct while in the program and with regard to the rehabilitation setting | Course grade Evaluate ethical conduct | Each student to pass SHRS W363 No student be engaged in unethical conduct | No student engaged in unethical conduct | |

School of Health and Rehabilitation Sciences

PRAC Annual Report 2010-2011

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.

Student Educational Goals: 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

Educational Program Plan: 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.

1. Problem solving
2. Evidence-based clinical decision making
3. Guide to physical therapy practice
4. International Classification of Functioning model
5. Individual-centered approach to clinical decision-making

School of Health and Rehabilitation Sciences

PRAC Annual Report 2010-2011

Program Measurement: Direct measurement: Board exam results (2011-12 individual course performance indicators)
 Indirect measurement: Post clinical surveys, Focus Group Interviews, Post graduation surveys

| DPT Program Student Learning Outcomes | | PGL | Program Outcome Measures and Benchmarks | | | |
|---------------------------------------|--|---------|--|--|---|--|
| | | | Post Clinical Survey (Percentages are an aggregate score of strongly agree or agree) Scores for Class of 2010/2011 Benchmark:75% or above (Red indicates areas of needed improvement) | Focus Group Interviews conducted at the end of the three year program (Red indicates areas of needed improvement) | Board Exam Taken after completion of the program, Class of 2010 Benchmark: Meet or exceed National Average (IU Score/National Ave) (Red indicates areas of needed improvement) | Post Graduation Survey performed 6 months following graduation, Class 2008, 2009, 2010 (Percentage scores reflect aggregate of Good or Outstanding) Benchmark:75% or above (Red indicates areas of needed improvement) |
| 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. | 1,2,3,4 | Ethics Preparation 100% 2010,2011 Legal Preparation 97% 2010, 2011 Acute 100% 2010, 97% 2011 Rehab 100% 2010, 2011 Outpatient 100% 2010, 97% 2011 | Felt well prepared and ready for clinical practice | Safety and Professional 2009 667.3/649.3 2010 646.4/650.6 | Ethics Preparation (Good or Outstanding) 100% 2008, 2009, 2010 Legal Preparation 94.5% 2008, 78.9% 2009, 81.3% 2010 Overall Preparation 94.4% 2008, 89.4% 2009, 93.7% 2010 |
| 2 | Communicate verbally and in writing with patient/clients and their caregivers, colleagues, legislators, third-party payors and other constituents. | 3 | Communicate 100% 2010,2011 Patient Education 100% 2010,2011 Document 100% 2010, 94.2% | Felt program did an excellent job at preparing students to communicate effectively | Not applicable | Communicate 83.3% 2008, 94.7% 2009, 100% 2010 Patient Education 88.9% 2008,100% 2009, 93.7% 2010 Document 100% 2008, 78.9% 2009 (5.3% Poor), 77.5% 2010 |
| 3 | Demonstrate proficiency in providing culturally competent | | Cultural Sensitivity 100% 2010, 2011 | Dr. Bayliss provided excellent mentoring | Not applicable | Cultural Sensitivity 100% 2008, 2009, 2010 |

School of Health and Rehabilitation Sciences

PRAC Annual Report 2010-2011

| | | | | | | |
|---|--|-----|---|--|---|--|
| | care across the lifespan. | | | in this area. Students felt prepared | | |
| 4 | Demonstrate decision-making skills including clinical reasoning, clinical judgment, and reflective practice. | 2 | Thinking Critically 100% 2010, 2011 Apply clinical decision-making 100% 2010, 95.1% 2011 Evidence with clinical decision making 100% 2010, 2011 | Students felt that they were well prepared in most areas to make clinical judgements. Weakest areas of preparation were integumentary and pediatrics | Foundation of Examination (IIB) 672.9/654.0 2009, 658.1/647.5 2010 | Thinking Critically 94.4% 2008, 89.5% 2009, 100% 2010 |
| 5 | Screen patients/clients to determine the need for further examination or consultation by a PT or referral to another health care professional. | 2 | Screening Patients 97.1% 2010, 91% 2011 Consultation 94.3% 2010 (1 person disagreed) 94% 2011 Interdisciplinary Collaboration 97.1% 2010, 94% 2011 (1 person disagreed) | Students felt very comfortable with screening and feel ready to work in a direct access environment | Examination (Part II) 2009 A. 671.1/645.6 B. 672.9/654 2010 A. 643.9/643 B. 658.1/647.5 | Patient Screening 88.9% 2008, 100% 2009, 93.8% 2010 Interdisciplinary Collaboration 72.2% 2008, 79% 2009, 81.3% 2010 Consultation 72.3% 2008, 84.2% 2009, 93.8% 2010 |
| 6 | Demonstrate competence in examination and re-examination of a patient/client using evidence based tests and measures. | 1,2 | Musculo Exam 100% 2010,2011 Neuro Exam 97.2% 2010, 91% 2011 Integ Exam 68.5% 2010, 43% 2011 Cardio Exam 91.4% 2010,76.8% 2011 Peds Exam 54% 2010, 91% 2011 Geriatric Exam 100% 2010,94% 2011 | Students felt very strong in most areas, biggest weaknes was integumentary | Examination (Part II) 2009 C. 671.1/645.6 D. 672.9/654 2010 C. 643.9/643 658.1/647.5 Practice Patterns 2009 Cardio 645.9/638 Musculo 653.3/633.9 Neuro 658.4/639.7 Integ 666.3/639.5 2010 Cardio 648.2/647.7 Musculo 634.5/640.4 | Musculo Exam 94.4% 2008, 94.6% 2009, 100% 2010 Neuro Exam 66.7% 2008, 93.9% 2009, 93.8% 2010 Integ Exam 61.1% 2008, 64.1% 2009, 62.5% 2010 Cardio Exam 77.8% 2008, 63.2% 2009, 75% 2010 Peds Exam 27.8% 2008, 62.6% 2009, 62.5% 2010 Geriatric Exam |

School of Health and Rehabilitation Sciences

PRAC Annual Report 2010-2011

| | | | | | | |
|---|--|-----|--|--|---|---|
| | | | | | Neuro 658.9/641.7 Integ 645.3/632.8 | 77.8% 2008, 80% 2009, 93.3% 2010 |
| 7 | Evaluate all available data (including examination, medical and psychosocial) to establish and communicate a physical therapy diagnosis and to determine patient/client prognosis. | 1,2 | Exam Synthesis 100% 2010,97% 2011 Diagnosis 100% 2010,94% 2011 Prognosis 97.1% 2010, 93% 2011 | Students felt well prepared to establish a diagnosis and determine a prognosis | Examination (Part II) 2009 E. 671.1/645.6 F. 672.9/654 2010 D. 643.9/643 658.1/647.5 Practice Patterns 2009 Cardio 645.9/638 Musculo 653.3/633.9 Neuro 658.4/639.7 Integ 666.3/639.5 2010 Cardio 648.2/647.7 Musculo 634.5/640.4 Neuro 658.9/641.7 Integ 645.3/632.8 | Needs to be added to graduate survey |
| 8 | Establish a collaborative physical therapy plan of care that is safe, effective, patient/client-centered, and evidence-based. | 1,2 | Establish plan of care 100% 2010, 97% 2011 Apply evidence to plan of care 100% 2010, 98% 2011 | Students felt well prepared in this area | Not applicable | Needs to be added to graduate survey |
| 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. | 1,2 | Patient advocacy 100% 2010, 2011 Accountability 100% 2010, 2011 | Students felt this is an area of strong preparation | Not applicable | Needs to be added to graduate survey |

School of Health and Rehabilitation Sciences

PRAC Annual Report 2010-2011

| | | | | | | |
|----|--|-----|--|---|---|---|
| | | | | | | |
| 10 | Implement safe and effective physical therapy intervention plans within a variety of care delivery settings including reflective practice leading to optimal outcomes. | 1,2 | <p>Musculo Rx 100% 2010,94% 2011</p> <p>Neuro Rx 100% 2010, 89% 2011</p> <p>Integ Rx 68.6% 2010, 23.8% 2011</p> <p>Cardio Rx 82.9% 2010, 80% 2011</p> <p>Peds Rx 91% 2010, 53% 2011</p> <p>Geriatric Rx 100% 2010,91% 2011</p> | Students felt overall well prepared, areas of weakness were integumentary, peds, and musculoskeletal | Intervention (Part III) 2009 642.8/636.1 2010 647.3/641.3 | <p>Musculo Rx 100% 2008, 84.2% 2009, 100% 2010</p> <p>Neuro Rx 100% 2008, 94.4% 2009, 93.7% 2010</p> <p>Integ Rx 55.5% 2008, 38.9% 2009, 62.5% 2010</p> <p>Cardio Rx 72.2% 2008, 67.8% 2009, 68.8% 2010</p> <p>Peds Rx 33.4% 2008, 33.4% 2009, 56.3% 2010</p> <p>Geriatric Rx 83.4% 2008, 73.7% 2009, 93.8%, 2010</p> |
| 11 | Provide effective education for patient/clients, caregivers, colleagues and the general public. | 3 | <p>Patient Education 100% 2010,2011</p> | Students felt overall well prepared | Not applicable | <p>Patient Education 88.9% 2008,100% 2009, 93.7% 2010</p> |
| 12 | Contribute to the advancement of physical therapy practice through critical evaluation and informed application of the findings of professional and scientific literature. | | <p>Evidence with clinical decision making 100% 2010, 2011</p> | Students felt overall well prepared | Not applicable | <p>Evidence Based Practice 94.3% 2008, 100% 2009, 100% 2010</p> |

School of Health and Rehabilitation Sciences

PRAC Annual Report 2010-2011

| | | | | | | |
|----|---|---|---|---|----------------|---|
| 13 | Complete accurate and concise documentation in a timely manner that supports the problem solving process and follows guidelines and specific documentation formats required by the practice setting. | 3 | Document 100% 2010, 94.2% 2011 | Students felt overall well prepared | Not applicable | Document 100% 2008, 78.9% 2009 (5.3% Poor), 77.5% 2010 |
| 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. | | Delegate Support Personnel 88.6% 2010, 76% 2011 | Students felt overall prepared but would like to see this integrated more | Not applicable | Delegate Support Personnel 77.8% 2008, 73.7% 2009, 68.8% 2010 |
| 15 | Provide consultation services to individuals and groups including by providing wellness and health promotion program appropriate to physical therapy. | | Consultation 94.3% 2010 (1 person disagreed) 94% 2011 Health & Wellness 100% 2010, 97% 2011 | Students felt overall well prepared but would like to see this integrated more | Not applicable | Consultation 72.3% 2008, 84.2% 2009, 93.8% 2010 Health & Wellness 77.8% 2008, 84.2% 2009, 93.8% 2010 |
| 16 | Formulate and implement a plan for personal and professional development and life-long learning based on self-assessment, reflection and feedback from others. | 4 | Professional growth 100% 2010,2011 Development Plan 97.1% 2010, 100% 2011 Lifelong Learning 97.1% 2010, 100% 2011 Professional duty 100% 2010,2011 | Students felt overall well prepared | Not applicable | Professional growth 83.3% 2008, 89.5% 2009, 93.7% 2010 |

School of Health and Rehabilitation Sciences

PRAC Annual Report 2010-2011

| | | | | | | |
|----|--|---|---|-------------------------------------|----------------|---|
| 17 | Demonstrate social and professional responsibility through mentoring and participation in professional and community organizations and activities. | 4 | Professional advocacy 97.1% 2010, 100% 2011 Professional Participation 100% 2010, 94% 2011 Social responsibility 100% 2010, 2011 | Students felt overall well prepared | Not applicable | Mentoring 77.8% 2008, 78.9% 2009, 86.7% 2010 Advocacy for the profession 94.4% 2008, 94.7% 2009, 100% 2010 |
|----|--|---|---|-------------------------------------|----------------|---|

| 6. Areas of needed improvement 2010-2011 | 7. Action plan and Follow Up 2011-2012 |
|--|---|
| Integumentary Examination and Intervention training | Perform peer review assess of teaching, provide faculty with CTL evaluation, discuss the addition of more case study formatting |
| Pediatric Examination and Intervention training | Increase case study critical thinking, added more skilled educator to course instruction, change format to allow more hands on learning |
| Cardiopulmonary Treatments | Integrate more case study work |
| Musculoskeletal treatments | Integrate more case study work |
| Missing data from 6 month follow up | Add appropriate questions to survey form |
| Program design, students want to have long term internships to be longer | Program has implemented change to increase length of long term clinical internships |
| Patient exposure | Program has implemented an integrative clinical approach that will put students in the clinical setting early in the curriculum |
| Understanding the appropriate aspects of delegation of patient training and consultation | Clinical practice pattern courses will integrate a course objective and learning opportunities for patient delegation and consultation |