

# School of Health and Rehabilitation Sciences

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## 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

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

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<p>communication, and reflection (Schön, 1983)</p>	<p>existing and emerging practice areas.</p> <ol style="list-style-type: none"> <li>4. Valuing and demonstrating professional engagement and community participation.</li> <li>5. Students overall satisfaction with their preparation.</li> <li>6. Graduates will use technologies as they practice OT.</li> </ol>	<ol style="list-style-type: none"> <li>4. Throughout the program, students will be encouraged to join &amp; participate in civic and professional events.</li> <li>5. After one year, students are asked about their satisfaction.</li> <li>6. After one year, graduates are asked about their use of technologies.</li> </ol>	<p>&amp;/or AOTA, attend conferences or volunteer in a civic event not associated with the above mention organizations.</p> <ol style="list-style-type: none"> <li>5. 90 % of students will indicate their satisfaction with their academic preparation.</li> <li>6. 100% of students will indicate using technologies in practice (i.e. BTE, PAMS, HER, etc.</li> </ol>	<p>2008-2009 20% of graduates in each class of these classes either presented or attended a professional conference &amp;/or published research with the help of faculty mentors</p> <ol style="list-style-type: none"> <li>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.</li> <li>6. All respondents reported using technologies.</li> </ol>	<p>LTC appears to be employment of choice.</p> <ol style="list-style-type: none"> <li>4. More emphasis will be made by faculty about joining professional organizations and participating in conferences/publications.</li> <li>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.</li> <li>6. NA</li> </ol>
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### 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.

<b>1. Student Educational Goals</b>	
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.

<b>2. Dietetic Internship Educational Program Plan</b>			
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
<b>1. Scientific and Evidence Base of Practice: Integration of scientific information and research into practice.</b>		
DI 1.1 Select appropriate indicators and measure achievement	100% of all interns will receive Satisfactory	Target met no improvements necessary

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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
<b><i>2. Professional Practice Expectations: beliefs, values, attitudes and behaviors for the professional dietitian level of practice</i></b>		
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

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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

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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
<b><i>3. Clinical and Customer Services: development and delivery of information, products and services to individuals, groups and populations</i></b>		
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

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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
<b><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></b>		
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



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	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.

<b>6. Program Outcomes</b>	<b>7. What program improvements have been made based on assessment findings?</b>
<p>Five year pass rate (2006-2010) Registration Examination for Dietitians at 81%. Class of 2010 first time passing rates were very low at 65%</p> <p>100% of all Dietetic Interns admitted from 2006 to 2010 successfully completed the program in 15 months.</p>	<p>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.</p> <p>No improvements need</p>

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<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>
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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.

<b>Learning Outcome</b>	<b>Assessment</b>	<b>Benchmark</b>	<b>Outcomes</b>	<b>Changes</b>
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

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				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	

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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		

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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

<b>Learning outcome</b>	<b>Assessment</b>	<b>Benchmark</b>	<b>Outcomes</b>	<b>Changes</b>
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;	

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			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	

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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.

**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



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**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

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	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. <b>Weakest areas of preparation were integumentary and pediatrics</b>	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 <b>68.5% 2010, 43% 2011</b> Cardio Exam 91.4% 2010,76.8% 2011 Peds Exam <b>54% 2010, 91% 2011</b> Geriatric Exam 100% 2010,94% 2011	Students felt very strong in most areas, biggest <b>weakness</b> was <b>integumentary</b>	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 <b>61.1% 2008, 64.1% 2009,</b> <b>62.5% 2010</b> Cardio Exam 77.8% 2008, 63.2% 2009, 75% 2010 Peds Exam <b>27.8% 2008, 62.6% 2009,</b> <b>62.5% 2010</b> Geriatric Exam

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					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	<b>Needs to be added to graduate survey</b>
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	<b>Needs to be added to graduate survey</b>
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	<b>Needs to be added to graduate survey</b>

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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 <b>weakness were integumentary, peds, and musculoskeletal</b>	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>

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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 <b>but would like to see this integrated more</b>	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 <b>but would like to see this integrated more</b>	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

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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
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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