

# SHHS

## Health Professions Assessment Report 2022-2023

The following report includes the Department of Health Sciences as well as Graduate Health Professions. The Department of Health Sciences includes a bachelors, masters and PhD degree tracks. Graduate Health Professions includes an entry-level clinical doctorate in Occupational Therapy and Physical Therapy, a masters in Physician Assistant Studies, and a nutrition and dietetics program with an undergraduate certificate, dietetic intern program, masters degree, and clinical doctorate (DND). Outcomes are reported for each program except nutrition and dietetics which had no student outcomes.

### Table of Contents

|  |       |
|--|-------|
| 1. Master of Physician Assistant Studies | pg. 1 |
| 2. Health Sciences                       | pg. 8 |
| 3. Occupational Therapy                  | pg.20 |
| 4. Physical Therapy                      | pg.24 |

### Master of Physician Assistant Studies

#### Mission:

The mission of the Indiana University Master of Physician Assistant Studies program is to prepare compassionate and competent graduates for physician assistant practice, and to prepare leaders in the field to transform human experience and quality of life, with a focus on meeting the healthcare needs of the community.

#### Educational Goals:

The goal of IU MPAS Program is to prepare physician assistant students for clinical practice and to provide the foundation for graduates to excel in the Physician Assistant Profession core competency domains of patient-centered medical knowledge, society and population health, health literacy and communication, interprofessional collaborative practice and leadership, professional and legal aspects of health care, and health care finance and systems. The IU MPAS program defined six program goals. The first two program goals and outcomes are outlined below.

The mission and goals were revised in December 2018 and adoption of the new program competencies occurred in August 2020. The program is still determining data that would best capture achieving these competencies and will be addressed in future PRAC reports.

| Program Goals | Outcomes | How will students learn | Assessment of Student Learning | Assessment Highlights | Proposed Changes/Assessment |
|---------------|----------|-------------------------|--------------------------------|-----------------------|-----------------------------|
|---------------|----------|-------------------------|--------------------------------|-----------------------|-----------------------------|

# SHHS

## Health Professions Assessment Report 2022-2023

|  |   | these things?  |   |   |   |
|--|---|--|---|---|---|
| <p><b>Recruit highly qualified applicants who share the program values and possess characteristics to successfully complete our PA program</b></p> | <ul style="list-style-type: none"> <li>• Professionalism assessments by faculty advisors. Benchmark: 100% of our students display appropriate professionalism and leadership qualities.</li> <li>• Diversity, inclusion, and professionalism assessments during the Program Summative Evaluation. Benchmark: 100% of our students successfully complete.</li> <li>• Clinical Rotation Preceptor Evaluations for professionalism and content competence. Benchmark: 100% of students successfully complete at the</li> </ul> | <ul style="list-style-type: none"> <li>• Didactic coursework dedicated to areas of professionalism, self-awareness.</li> <li>• Student and faculty involvement with IPE introduction event.</li> <li>• Clinical Rotations with medical professionals and their evaluations</li> <li>• Admissions data for leadership and community service roles.</li> </ul> | <ul style="list-style-type: none"> <li>• Assessment of didactic coursework.</li> <li>• Completion of IPE Introduction event.</li> <li>• Evaluations by Clinical Rotation Preceptors</li> <li>• Regular Evaluation by faculty advisors for professionalism.</li> <li>• Completion of at least one month in a rotation in Community medicine at a Federally Qualified Health Center (FQHC)</li> </ul> | <ul style="list-style-type: none"> <li>• 100% of CO2023 and CO2022 have completed events related to the IPE TEACH program.</li> <li>• More than 50% of students were involved in 100 or more hours of service in the five years before matriculating with 29% of individuals having more than 200 hours.</li> <li>• For the CO 2023, during the program 50% of students have engaged in service activities and a service chair is elected from</li> </ul> | <ul style="list-style-type: none"> <li>• We have seen a decrease in the amount of volunteer hours that applicants have had to our program that may have been affected by the pandemic.</li> <li>• PACKRAT II improvements from PACKRAT I can typically be attributed to the experience gained during clinical rotations. PACKRAT II scores are predictive of passing the PANCE, thus we will continue to monitor this assessment as an alert for students who score &lt;130 or near that score. There were 3/42 students who were &gt;130 and &lt;140, one of which did not pass the PANCE</li> <li>• For the CO2022, our program had the lowest pass rate for</li> </ul> |

# SHHS

## Health Professions Assessment Report 2022-2023

|  |   |  |  |  |   |
|--|---|--|--|--|---|
|  | <p>highest or second highest ratings on a 5-point Likert scale.</p> <ul style="list-style-type: none"> <li>• Nationally standardized exams before graduation (PACKRAT). Benchmark: 100% of students are within 1.0 SD of national average.</li> <li>• Nationally standardized certification exam after graduation (PANCE). Benchmark: 100% pass rate.</li> <li>• Recruiting students with leadership and community service skills. Benchmark 100% of accepted students have leadership and community service skills deemed</li> </ul> |  |  | <p>the cohort to help organize events.</p> <ul style="list-style-type: none"> <li>• In the past 3 years our students have been recipients of IUPUI awards such as the IUPUI Elite 50, Plater Civic Engagement Medallion.</li> <li>• Students are inducted into the PA National Honor society based on their service and leadership.</li> <li>• For the CO2022, practicing health providers rated our students at the highest rating of professionalism when interacting with patients</li> </ul> | <p>the PANCE in the most recent five years. This seems to coincide with a decrease in the national pass average for the exam.</p> |
|--|---|--|--|--|---|

# SHHS

## Health Professions Assessment Report 2022-2023

|  |                        |  |  |   |  |
|--|------------------------|--|--|---|--|
|  | appropriate by review. |  |  | <p>and families 72% of the time.</p> <ul style="list-style-type: none"><li>• For the CO2022, practicing health providers rated our students at the highest rating of professionalism when interacting with peers/co-workers 83% of the time.</li><li>• For the CO2022, practicing health providers rated our students at the highest rating of overall general professionalism 84% of the time.</li><li>• For the CO2022, 100% of students were ranked by</li></ul> |  |
|--|------------------------|--|--|---|--|

# SHHS

## Health Professions Assessment Report 2022-2023

|   |   |  |  |  |  |
|---|---|--|--|--|--|
|   |   |  |  | <p>practicing health providers as prepared to function within the discipline.</p> <ul style="list-style-type: none"> <li>• 100% of students completed their clinical year with the highest or second highest ratings (on a 5-point Likert scale) as evaluated by practicing health providers.</li> <li>• CO2022 achieved a 89% first-time pass rate on the PANCE</li> <li>• CO2021 achieved a 98% first-time pass rate on the PANCE</li> </ul> |  |
| <b>Promote a culture of diversity and</b> | <ul style="list-style-type: none"> <li>• Recruitment of a diverse cohort of students every</li> </ul> | <ul style="list-style-type: none"> <li>• Didactic coursework dedicated to</li> </ul> | <ul style="list-style-type: none"> <li>• Self-reported diversity from admissions.</li> </ul> | <ul style="list-style-type: none"> <li>• Since the start of a holistic admissions</li> </ul>   | <ul style="list-style-type: none"> <li>• Continue holistic admissions process</li> </ul> |

# SHHS

## Health Professions Assessment Report 2022-2023

|   |   |   |  |   |  |
|---|---|---|--|---|--|
| <p><b>inclusion through recruitment, curriculum design, and clinical placement.</b></p> | <p>year. Benchmark: Equivalent to state and/or regional demographics for first-generation college educated and ethnicity.</p> <ul style="list-style-type: none"> <li>• Completion of coursework related to understanding diversity and promoting inclusion. Benchmark: 100% of students successfully complete.</li> <li>• Completion of summative evaluation that includes diversity and inclusion competency. Benchmark: 100% of students successfully complete.</li> <li>• Complete one month of clinical rotations at Grassy Creek, a Federally</li> </ul> | <p>areas of diversity and inclusion, cultural humility and competence, unconscious bias.</p> <ul style="list-style-type: none"> <li>• Peer mentorship and guidance by student appointed diversity chairperson.</li> <li>• Clinical experiences at sites that exemplify cultural diversity such as FQHCs (Grassy Creek)</li> <li>• Recruitment and awareness of the program via diversity events such as the Annual Biomedical Research Conference for Minority Students.</li> </ul> | <ul style="list-style-type: none"> <li>• Assessments provided in coursework related to diversity and inclusion.</li> <li>• Faculty advisor professionalism assessments.</li> <li>• Summative Evaluation including diversity components.</li> </ul> | <p>process the program has increased diversity of their applicant pool and matriculation pool.</p> <ul style="list-style-type: none"> <li>• For the CO 2022, 25% males, 33% non-Indiana residents, 27% identify as students of color, 9% identify as Hispanic, 18% rural, 25% urban, 4% are active Reserves or National Guard. Broad range of religious identifications.</li> <li>• 100% successful completion of program diversity and inclusion coursework</li> </ul> | <p>and monitor student progress.</p> <ul style="list-style-type: none"> <li>• In the previous year, we had proposed being able to offer a rural track to students that would include at least 8 weeks at a rural health center. Unfortunately, we were not able to get the grant support that would have allowed that project to proceed.</li> </ul> |
|---|---|---|--|---|--|

# SHHS

## Health Professions Assessment Report 2022-2023

|  |  |  |  |   |  |
|--|--|--|--|---|--|
|  | Qualified Health Center (FQHC).<br>Benchmark:<br>100% of students successfully complete. |  |  | which includes self-evaluations of bias and cultural competency. <ul style="list-style-type: none"><li>• CO2022, 100% of students passed the program summative evaluation which includes assessments for diversity, equity, and inclusion.</li><li>• 100% of students complete at least one rotation at a Federally Qualified Health Center</li></ul> |  |
|--|--|--|--|---|--|

# SHHS

## Health Professions Assessment Report 2022-2023

### Health Sciences GRADUATE PROGRAMING – 2022 Report

**Reporting Responsibility:** Niki Munk, Program Director, Interim Department Chair

The Department of Health Sciences currently offers two primary graduate programs: the PhD in Health and Rehabilitation Sciences and a Master of Sciences in Health Sciences. The PhD program started 4 new doctoral students and concluded 2022 with 18 students in the program. One doctoral student graduated in 2022 while 3 from the 2019 cohort were dismissed due to student-initiated/directed decisions - all stemming from COVID related life and goal changes. Four students qualified for candidacy during 2022 and 2-4 are poised to graduate in 2023. The MSHS program began 1 new student in 2022, had no graduates, and dismissed 1 due to COVID-related career goal changes; bringing the number of Masters students in the program to 3 at the end of 2022 with 1-2 poised to graduate in 2023.

**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.

Our department had great productivity and accomplishments related to graduate student learning in 2022. In addition to supporting 5 students from the internal Block grant, four others were supported by a faculty grant (Dent with NiCole Keith), individual earned fellowships – Troutman \$27,000+ support in 2022, and two through teaching assistantship (Sherman and Alamilla). Three of the four new doctoral students were supported: 1 (Naoye \$43,933) was supported through a new collaborative development between SHHS and National Public Safety Health in which OrthoIndy is providing for full tuition and stipend support to a doctoral student on a renewable, 2-year contract (~\$47,000 per year), 1 (Sventeckis - \$27,394) supported through the University PhD Fellowship, and a third through a country awarded scholarship (Alanazi, Saudi Arabia). Ultimately, during 2022, 10 of our 18 doctoral students were fully supported during one or both of the Spring and Fall terms; 6 were fully funded over the summer term.

There were 14 doctoral student authorships on ten unique peer-reviewed articles (9 different doctoral students – Troutman, Bartlett, D’Cruz, Nemati, Long, Meek, Heavrin, Oliver, Sventeckis) making it to *publication* from our program in 2022; three or which were student first-author publications (Troutman, Oliver, Bartlett). Two additional students (Nemati and Rosenow) have two additional publications in press, 1 (Rosenow) as first-author).

Multiple doctoral students in the program presented at national and international conferences and won awards during 2022. More than half (10) of our current doctoral students presented research at prestigious conferences including the 2023 Academic Consortium for Integrative Medicine and Health Research Congress in Phoenix, AZ, Mid-West American College of Sports Medicine Annual Meeting in San Diego, CA, the International Neuropalliative Care Society’s Annual Meeting in Minneapolis, MN, and the 2022 International Massage Therapy Research Conference in Alexandria, VA. Donya Nemati received 2 research related awards: *Graduate Student Scholar Award for Academic Excellence and Continued Service to the Community and Profession* at



# SHHS

## Health Professions Assessment Report 2022-2023

the 2022 Midwest Chapter of the American College of Sports Medicine, Indianapolis, October 2022 and *runner-up in the Dr. George Lewith Poster Prize* awarded by International Society of Complementary Medicine Research for the best trainee poster at the 2022 International Congress on Integrative Medicine and Health, Arizona, May 2022. Rafael Alamilla also had two important recognitions: Mid-West American College of Sports Medicine 2022 President’s Cup Award for the most outstanding presentation and was accepted into the Indiana University-Purdue University Indianapolis Preparing Future Faculty and Professionals (PFFP) Program - IUPUI PFFP Program.

### Learning Outcomes Assessment – 2022 Health and Rehabilitation Sciences (HRS) PhD

| Learning Outcome   | Assessment                               | Benchmark  | Outcomes 2022 | Changes |
|--|--|--|---------------|---------|
| 1. Articulate the theoretical frameworks of rehabilitation   | Course grade                             | Each HRS PhD student to pass HRS H660                      | Met           |         |
|  | Performance on comprehensive examination | Each HRS PhD student to pass the comprehensive examination | NA            |         |
| 2. Apply the theories of health promotion and disease prevention   | Course grade                             | Each HRS PhD student to pass HRS H661                      | Met           |         |
|  | Performance on comprehensive examination | Each HRS PhD student to pass the comprehensive examination | NA            |         |
| 3. Demonstrate enhancement of knowledge base of health and rehabilitation sciences from an interdisciplinary perspective | Grades in core courses                   | Each HRS PhD student to pass all PhD core courses          | Met           |         |
|  |  | Each HRS PhD student to pass the comprehensive examination | NA            |         |
| 4. Analyze health services methodological approaches to rehabilitation   | Course grade                             | Each HRS PhD student to pass HRS H662                      | Met           |         |
|  | Performance on comprehensive examination | Each HRS PhD student to pass the comprehensive examination | NA            |         |

# SHHS

## Health Professions Assessment Report 2022-2023

|  |                                       |   |   |  |
|--|---------------------------------------|---|---|--|
| 5. Critically evaluate research in health and rehabilitation   | Course grade                          | Each HRS PhD student to pass HRS H760   | Met   |  |
|  | Dissertation work                     | <ol style="list-style-type: none"> <li>1. Each HRS PhD student to have his/her dissertation proposal accepted</li> <li>2. Each HRS PhD student to have successful dissertation defense</li> </ol> | <p>All proposals defended were passed and proceeded to IRB approval.</p> <p>No students defended their dissertation in 2022</p>   |  |
| 6. Develop a course to include creating a syllabus, establishing learning outcomes, and identifying appropriate pedagogy | Course grade                          | Each HRS PhD student to pass HRS H664   | Met   |  |
| 7. Write a federal grant   | Performance on Grant proposal project | At least 1 student will have a grant funded each year   | Met   |  |
| 8. Write a manuscript for publication  | Submission ready manuscript           | At least 1 student each year will have an article accepted for publication  | Met   |  |
| 9. Conduct original research in area of expertise  | Dissertation work                     | Each HRS PhD student to have a successful dissertation defense  | Met – Laura Gano successfully defended her dissertation.  |  |
| 10. Communicate effectively with regard to research area of expertise  | Dissertation work                     | At least 10% of students enrolled will have a peer reviewed presentation  | Met - A majority of students currently in the program have a publication; many of them have a 1 <sup>st</sup> author publication. |  |

# SHHS

## Health Professions Assessment Report 2022-2023

|   |                          |   |  |  |
|---|--------------------------|---|--|--|
| 11. Think critically to solve problems in area of expertise   | Dissertation work        | Each HRS PhD student to have a successful dissertation defense                                  | Met  |  |
| 12. Meet ethical standards as set forth by the program  | Evaluate ethical conduct | No HRS PhD student to be charged with unethical conduct   | Met  |  |
| 13. All graduates to be employed in positions that utilize the knowledge and skills gained from the PhD | Post graduate interview  | Each graduate employed in a position that utilizes the knowledge and skills gained from the PhD | Met – Laura Gano is working as a professor at Marian University. |  |

**Health Sciences Mission: The interdisciplinary faculty and staff in the Department of Health Sciences seek to improve the communities and lives of Hoosiers and beyond through education and research excellence aimed at progressing healthcare.**

We do this by supporting a diverse student body across the undergraduate and graduate degree spectrum and preparing the next generation of healthcare professionals for fulfilling and meaningful high demand careers.

### **UNDERGRADUATE PROGRAMING**

**Reporting Responsibility:** Kathryn Berlin, Program Director

#### **Undergraduate program changes and enhancements for 2022:**

We made several curriculum changes/additions in 2022, along with doing an extensive review of our online courses.

#### **Curriculum Changes 2022:**

- Added a new “Palliative Care” minor to our curriculum offerings.
  - The first target audience are those in our program and others at IUPUI (IU Indy); expanded offering to IUFW students.
  - Minor will be 12 hours with three required courses (all from our department) and three electives.
    - Principles of Palliative Care (HLSC-P 350)
    - Ethical Considerations in Medical Decision Making (HLSC-P 363)

# SHHS

## Health Professions Assessment Report 2022-2023

- Medical Decision Making in Popular Film (HLSC-P 340)
- 3 Electives from the following:
  - HLSC-H 220 (Aging & the Older Person)
  - HLSC-G 370 (Psychological Aspects of Aging)
  - REL-R384 (Religions, Ethics, and Health)
  - ENG-L 431 (Critical and Historical Survey of English Literature)
  - COMM-C 392 (Health Communication)
  - COMM-C 400 (Health Provider-Consumer Communication)
  - MHHS-M 301 (Perspectives on Health, Disease, and Healing)
  - REL-R 300 (Religion and Literature)
  - PHIL-P 383 (Topics in Philosophy)
  - SOC-R 300 (Topics in Applied Sociology)
  - SOC-R 327 (Sociology of Death and Dying)
- Plan is on target to launch Fall 2023 with Principles of Palliative Care and Medical Decision Making in Film offered in spring terms
- Next steps are to look at expansion to a certificate which will up the credit hours to 18 – ETA for this step is unclear but will be informed by how the minor launch and otherwise goes
- Revised our Rehabilitation and Disability Services Certificate to make the certificate more accessible to students. This certificate was 21 credit hours, which often prohibited students from adding it to their lineup. We made the following changes to update the offerings, enhance the ability to take the courses (i.e., made several into 8-week courses).
  - Removed HIM-M 330 (Medical Terminology) from the requirements. Since this course is required of our students, it does not make sense to add it as a requirement to the certificate. Other students that take the certificate (e.g., radiology, nursing) also have required terminology courses.
  - Changed R320 and R330 to eight week semesters.
  - Removed R420 (Proposal Writing for Community Based Rehabilitation Programs) from the certificate. This is a topic that is addressed in research and other writing courses. We felt it was redundant.
  - Changed R430 (Practicum in Rehabilitation & Disability) to “Generational Impact on Current Rehabilitation Topics.” The change in this course was partially based on the advent of Covid and our loss of practicum locations. Since our students complete an internship and can apply for a LHSI internship, we felt the course would be better served by looking at historical impacts of generations on rehabilitation.
  - Removed R340 (Psychological Aspects of Disability) and integrated content into R440 (Medical Aspects of Disability).

# SHHS

## Health Professions Assessment Report 2022-2023

- Because the elimination of H444 (below) opened room in our credit requirements, we decided to make one of our certificate courses into a required core course. The original certificate course, R440 (Medical Aspects of Disability) was changed to HLSC-H 440. In addition, when dropping R340 (Psychological Aspects of Disability) we merged it with the new H440 course and changed the name to Medical & Psychological Aspects of Disability. As a department, we had talked for some time about integrating this course into our required core but our credit hours did not allow the addition. This change facilitated our desire to integrate this topic into our core offerings.

**R440 Old Description:** This survey course is designed to focus on the medically determined aspects of disabling impairments and disabilities. Students will learn the functional limitations associated with major disabling conditions particularly as they relate to the delivery of rehabilitation services. Current trends and methodologies involved in rehabilitation processes will be covered.

**H440 New Description:** The primary emphasis of this course will focus on the medical and psychosocial aspects of chronic illness and disability. Students will understand how disabilities impact daily life activities, work settings, social interactions, community experiences, and health. Furthermore, we examine current trends and methodologies involved in rehabilitation.

- We decided to remove the requirement for H444 (Program Implementation in Health & Rehabilitation) and integrate the content into H445 (Program Evaluation Methods in Rehabilitation). Originally, we thought the two should be separate courses dealing with “planning/implementation” in one semester and “evaluation” in the subsequent semester. However, we found out that the majority of instructors were using the textbook (same one for each course) and essentially teaching the entire topic in one semester. This led to students taking a course that was viewed as redundant and unnecessary.
- Finished our revisions (below) to better align curriculum with program outcomes and to ensure consistency among adjunct instructors.
  - H210: Introduction to Rehabilitation
  - H250: Health & Rehabilitation Systems Across the World
  - H264: Disability & Society
    - Transitioned to Open Education Resource (OER)
  - H365: Diversity Issues in Health & Rehabilitation
    - Transitioned to OER

### Undergraduate Assessment

The major assessment we conducted in 2022 was to review our online courses to see if instructors were meeting our expectations in terms of online course structure and offerings. We modified a Quality Matters rubric to include essential aspects we wanted in our courses (attached below). After reviewing each course, either Heaven or I met with faculty (Heaven reviewed and met only with assigned adjunct

# SHHS

## Health Professions Assessment Report 2022-2023

faculty) to discuss the outcomes and suggest areas for improvement. Faculty were open to the review and considered this an opportunity to improve course offerings. We did have two adjunct faculty that resigned afterwards, which I think was a direct result of the review. For both, the faculty were offering a “correspondence” course in which students primarily read information, then took a quiz. The faculty were upset because they “had put a lot of work into the course” but I emphasized that it had to be interactive and include student to student and student to faculty engagement. I honestly feel their decision to leave based on this feedback was good for the program, as we upgraded those courses and assigned new adjuncts.

We reviewed 22 courses, 31 sections, with 22 faculty (tenure track, non-tenure track, part time, and doctoral students). Of these 22 courses, 19 were online, one was a hybrid distance/synchronous course, and two were in person (we reviewed the Canvas course). Following were our key findings:

### Home Page

- 10 of 22 faculty use the Health Science template
- 10 of 22 faculty provide the purpose of the course
- 9 of 22 faculty provided a self-introduction online
- Only 6 faculty have a photo of themselves; eight have a welcome message
- Book and contact information were provided for 16 courses

### Syllabus

- 5 out of 22 faculty mention APA guidelines
- 3 of 22 faculty have information on “expectation for grade turnaround time”
- Several Faculty had the old course numbers and names with Health & Rehabilitation instead of Health Science or the wrong course number

### Learning Objectives

- Most faculty had the course objectives/PLOs but only 7 of 22 instructors linked PLOs to assignments

### Assessment and Measurement

- 50% of faculty had rubrics or a break down on large assignments but not the smaller assignments (10-30 points).
- Several of the rubrics do not match our program grading guideline (i.e. 5/5 equal 100% = A)

### Instructional Material

- 50% of faculty syllabus and assignments did not link back to course objectives
  - How do we measure and ensure we are achieving our PLOs without knowing which assignments are connected?

# SHHS

## Health Professions Assessment Report 2022-2023

- Assessments measured overall course achievement but not objectives outcomes
- 64% of courses used a variety of instructional material
  - 6 of 19 faculty (online course) used PowerPoints with narrative
  - 60% of the courses online had very limited interaction from faculty (i.e no PowerPoints, video recordings, responses to discussion or CN).
  - 3 of 19 online courses showed well developed evidence of faculty to student engagement
  - 11 of 19 online courses showed well developed student to student engagement
- Accessibility and usability
  - All the courses reviewed were not 100% accessible. This will be a goal we will be working on in 2023.

### Summary:

While it appears our courses still need work (and they do), the results are overwhelmingly positive in regard to a review I conducted in 2019 on our online courses. At that time, we did not have a course template, there was not any consistency in how the course was structured or the ease of navigation and very few faculty used modules to organize content. I am optimistic that we will continue to improve on these numbers, especially in the area of interaction and engagement. We will continue to use this review in the future and to provide feedback to faculty on online courses. In addition, the IFC committee on Distance Education made recommendations in 2022 that were adopted that stated online courses should have: a landing page with email response time, a syllabus page with downloadable syllabus, and modules for organizing course content. Our faculty already implement all these practices so we meet the IFC Distance Education recommendations.

### Future Undergraduate Plans

We will continue to monitor and update/revise our courses to meet the needs of our students. Based on the success of our online review, we will also continue with this practice, especially given that many of our instructors are adjuncts teaching solely online. In addition, we are working on developing an Essential Elements “Playbook” that includes syllabi information on all our courses. Our intent is to have a curriculum list for each course that indicates “mile marker” assignments or specific assignments that are critical to the course than cannot be changed or eliminated. Since we often offer many sections of the same course, this is critical to ensure we are not experiencing “curriculum creep” in which different instructors are teaching a course in a different manner. This playbook will also allow us to denote key material so adjuncts and new instructors are on the same “playing field” when teaching the course.

Our department continues to grow and evolve and I am encouraged by the progress we are making in our pedagogical/curricular focus on student success.

# SHHS

## Health Professions Assessment Report 2022-2023

### GRADUATE PROGRAMING

**Reporting Responsibility:** Niki Munk, Program Director, Interim Department Chair

The Department of Health Sciences currently offers two primary graduate programs: the PhD in Health and Rehabilitation Sciences and a Master of Sciences in Health Sciences. The PhD program started 3 new doctoral students which led to 18 students in the program at the close of 2021. No doctoral students graduated in 2021 and there were no new qualifying students. Three to five doctoral students are poised to qualify in 2022 with 1-2 expected new graduates. The MSHS program began 2 new students in 2021 and had no new graduates; bringing the number of Masters students in the program to 3.

**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.

### Reporting Caveats

- There are too few students in the MSHS program to provide viable reporting.
- Significant flux within the department and graduate programs occurring in 2021 make reporting for this year difficult. Specifically:
  - The Chair and Program Director left the position for a new institution mid-year and little transition by way of reporting expectations occurred.
  - At the same time as a change in graduate programing leadership was occurring, the campus (faculty and students) were navigating a return to campus full-time following 1.5 years of COVID required remote working only.
  - At the same time as the graduate programing leadership change and COVID related return to campus was occurring, the Department (faculty and students) were physically moved into a new building.

Despite the challenges 2021 presented to our students and faculty, great productivity and accomplishments related to graduate student learning occurred. In addition to supporting 5 students from the internal Block grant, all three of the new PhD students were supported by a faculty grant (Dent with NiCole Keith) or through individual earned fellowships – Troutman \$26,754 support in 2021 and Alamilla as an IUPUI Diversity Fellowship \$28,074 support in 2021. Ten unique peer-reviewed article publications from 8 different doctoral students from our program were *published* in 2021.

Learning Outcomes Assessment – 2021 Health and Rehabilitation Sciences (HRS) PhD

| Learning Outcome | Assessment | Benchmark | Outcomes 2021 | Changes |
|------------------|------------|-----------|---------------|---------|
|------------------|------------|-----------|---------------|---------|



# SHHS

## Health Professions Assessment Report 2022-2023

|   |  |  |     |  |
|---|--|--|-----|--|
| 14. Articulate the theoretical frameworks of rehabilitation   | Course grade                             | Each HRS PhD student to pass HRS H660                      | Met |  |
|   | Performance on comprehensive examination | Each HRS PhD student to pass the comprehensive examination | NA  |  |
| 15. Apply the theories of health promotion and disease prevention   | Course grade                             | Each HRS PhD student to pass HRS H661                      | Met |  |
|   | Performance on comprehensive examination | Each HRS PhD student to pass the comprehensive examination | NA  |  |
| 16. Demonstrate enhancement of knowledge base of health and rehabilitation sciences from an interdisciplinary perspective | Grades in core courses                   | Each HRS PhD student to pass all PhD core courses          | Met |  |
|   |  | Each HRS PhD student to pass the comprehensive examination | NA  |  |
| 17. Analyze health services methodological approaches to rehabilitation   | Course grade                             | Each HRS PhD student to pass HRS H662                      | Met |  |
|   | Performance on comprehensive examination | Each HRS PhD student to pass the comprehensive examination | NA  |  |

## SHHS

### Health Professions Assessment Report 2022-2023

|   |                                       |   |   |  |
|---|---------------------------------------|---|---|--|
| 18. Critically evaluate research in health and rehabilitation   | Course grade                          | Each HRS PhD student to pass HRS H760   | Met   |  |
|   | Dissertation work                     | 3. Each HRS PhD student to have his/her dissertation proposal accepted<br>4. Each HRS PhD student to have successful dissertation defense | No proposals were conducted.<br><br>No students defended their dissertation in 2021 |  |
| 19. Develop a course to include creating a syllabus, establishing learning outcomes, and identifying appropriate pedagogy | Course grade                          | Each HRS PhD student to pass HRS H664   | Met   |  |
| 20. Write a federal grant   | Performance on Grant proposal project | At least 1 student will have a grant funded each year   | Met   |  |
| 21. Write a manuscript for publication  | Submission ready manuscript           | At least 1 student each year will have an article accepted for publication  | Met   |  |
| 22. Conduct original research in area of expertise  | Dissertation work                     | Each HRS PhD student to have a successful dissertation defense  | NA  |  |
| 23. Communicate effectively with regard to research area of expertise   | Dissertation work                     | At least 10% of students enrolled will have a peer reviewed presentation  | Met - A majority of students currently in the program have a publication; many of   |  |

# SHHS

## Health Professions Assessment Report 2022-2023

|   |                          |   |   |  |
|---|--------------------------|---|---|--|
|   |                          |   | them have a 1 <sup>st</sup> author publication. |  |
| 24. Think critically to solve problems in area of expertise   | Dissertation work        | Each HRS PhD student to have a successful dissertation defense                                  | NA  |  |
| 25. Meet ethical standards as set forth by the program  | Evaluate ethical conduct | No HRS PhD student to be charged with unethical conduct   | Met   |  |
| 26. All graduates to be employed in positions that utilize the knowledge and skills gained from the PhD | Post graduate interview  | Each graduate employed in a position that utilizes the knowledge and skills gained from the PhD | NA – no new graduates in 2021                   |  |

# SHHS

## Health Professions Assessment Report 2022-2023

### Occupational Therapy Doctorate Program

The Entry-level Occupational Therapy Doctorate Program has had an excellent year in meeting both program and educational goals. This report encompasses January 2022-December 2022 and will summarize a few of the program goals related to student success and educational goals met through innovative programming and curricular design.

#### Program Mission

The mission of the IUPUI occupational therapy entry-level clinical doctorate program is to prepare future occupational therapy leaders to address the occupational needs of a diverse society and to promote health and well-being by facilitating participation in life roles, everyday activities, and community living.

#### OTD Program Goals Accreditation Status- Full Accreditation

The Entry-Level Occupational Therapy Doctorate (OTD) Program was granted Accreditation status by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA) in April 2021.

#### Program Graduation Rates and NBCOT Exam Pass Rates- Program Goal Met

The OTD program graduated the second cohort of OTD students with an on-time graduation in May 2021. Thirty-four students graduated, with a class retention rate of 97% (OTD Program goal 95%). Below is the NBCOT Examination Data:

| Year | NBCOT National NG* Total Testing | National NG Passing (%) | IU OTD Program NG Testing | IU OTD NG Passing (%) |
|------|----------------------------------|-------------------------|---------------------------|-----------------------|
| 2022 | 2330                             | 98                      | 34                        | 97                    |
| 2021 | 1530                             | 99                      | 33                        | 100                   |

# SHHS

## Health Professions Assessment Report 2022-2023

---

\*NG New graduate is a candidate testing within one year of graduation, regardless of the number of attempts.

### **Clinical On-Site Education- Program Goal Met Fieldwork Student Performance:**

The total number of FW placements PASSED during 2022 (Program goal 95%):

- Class of 2022 FW Level IIB: 1 student completed and passed. This was the student delayed by one semester due to COVID illness. This completes the Class of 2022 on the FW Level IIB with 100% pass rate
- Class of 2023 FW Level IC: 38 students/ 100% pass rate
- Class of 2023 FW Level IIB: 38 students/ 100% pass rate
- Class of 2024 FW Level IB: 36 students /100% pass rate
- Class of 2024 FW Level IA: 36 students/100% pass rate

### **Doctoral Capstone Experience Student Performance:**

Students collaborate with a community partner to design their capstone experiences and projects to meet the needs of an organization and population served. Students are on-site for 14 weeks during the 3<sup>rd</sup> year of the OTD program. This was the second OTD class that participated in the experience.

The total number of Doctoral Capstone Experiences PASSED during 2022 is 100% (Program goal 90%):

- 34 students passed
  - Class of 2022: 34 students/100% pass rate

### **Post-Professional OTD Program (PP-OTD)**

This program was launched in 2022 and 6 students were admitted to the program. The program is an on-line 12-month program for occupational therapists who hold a master's degree in OT and are seeking obtainment of a clinical doctorate degree. Six students were admitted to the program in August 2022 and 5 are on track to graduate in August 2023. One student began the program and is deferring

# SHHS

## Health Professions Assessment Report 2022-2023

---

and will join the 2023 Cohort in the Fall semester 2023. We collaborated with the Kelley School in developing an option for the PP-OTD students to obtain a Certificate in Healthcare Management.

### OTD Educational Goals

**Curriculum Thread- “Leadership and Advocacy”** Students will use leadership and advocacy skills to promote the health, well-being, and quality of life for people, populations, and communities.

The Doctoral Capstone (DC) provides the student in-depth exposure to one or more areas of focus; clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, and theory development. There are two parts to the DC; the experience and the project. The capstone project is an individual project in which the student is able to synthesize and apply knowledge gained. The capstone experience is a 14- week (560 hour) experience that is started after Fieldwork Level II and the completion of all

preparatory work. During the 14 weeks, students gain advanced skills through a concentrated experience in an area of interest relevant to occupational practice, education, or research.

Under the mentorship of an external site mentor and faculty mentor, students will implement and evaluate an individualized capstone project. Students demonstrate synthesis of knowledge through their final capstone written report, capstone presentation, and poster presentation.

Throughout this process the students are provided with guidance and mentorship and an opportunity to implement leadership and advocacy skills. Thirty-four students completed capstone projects and experiences in 2022. Students disseminated their work through IUPUI Scholarworks and a presentation at the IU OTD Doctoral Capstone Showcase.

**Curriculum Thread- “Critical Inquiry & Reflective Practice”** Use critical thinking and evidence informed decision making in professional practice to improve and expand the delivery and quality of occupational therapy

The Skills on Wheels Training Program was designed as a training initiative for children who are wheelchair-users to come to the IUPUI Natatorium on 5 Saturdays each Spring for training on how to use their chairs to navigate their community. Children learn everything from rolling forward and backward to taking apart their chair. Some even learn higher order skills like wheelies, curbs, and navigating stairs. The program was launched at IU in the Spring of 2021 and became the first of its kind in the United

## Health Professions Assessment Report 2022-2023

States to offer this type of training. Student volunteers have been an integral part of the success of the program. 6 occupational therapy students volunteered in the Spring of 2021. This number increased to over 80 volunteers in the Spring of 2022. This also led to connections to coursework within the OT curriculum and laboratory classes where students learned wheelchair skills. This work has led to a research study in collaboration with Dr. Leah Van Antwerp to study the impact of Skills on Wheels participation on students in their journey towards becoming registered OTs. The resultant study has further resulted in a poster presentation at the Spina Bifida Association World Congress in 2023.

Skills on Wheels has also presented opportunities to mentor student work in the area of wheelchair skills research. There are now 6 research assistants and 5 doctoral capstone students that I am mentoring through various projects related to Skills on Wheels. Four research assistant students presented a poster at the Indiana Occupational Therapy Association Conference and have been accepted to present at the International Seating Symposium in 2023 as well.

### **OT Program Goal focus for 2023:**

- The OTD program will continue to measure and meet established Program Outcomes
- The OTD program will align with university DEI initiatives
- Assess student outcomes of the PP-OTD program
- New strategic plan will be developed in alignment with the university strategic plan

## Health Professions Assessment Report 2022-2023

### Physical Therapy Program

**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. Patient centered approach to clinical decision-making

**Program Measurement:** Data review includes an analysis of all the sources of data listed below.

Direct measurement: Board exam results, digital videos,

Indirect measurement: Post clinical surveys, Focus Group Interviews, Post-graduation surveys

#### Analysis Approach

Analysis is divided into general impressions, strengths, and areas to consider for improvement. A final action template indicates actions to be taken to promote growth and development.

### Data Analysis

#### General Impressions

- Exit interviews had an overall positive feel with some focused areas for improvement
- Faculty need to keep in mind that COVID did impact these student's experiences with a varied curricular structure
- Students knew that the overall experience was different  
*"This program may have been different for us"*
- One question to consider, was there .....  
*"Less of sense of belonging established because of the barriers created from COVID?"*

#### Strengths

- Faculty were very supportive, good open-door policy, mentorship
- Overall, IU DPT has been a wonderful program to be a part of, and I have truly enjoyed my time here.
- Very strong with professional relationships and academic curriculum variety.



# SHHS

## Health Professions Assessment Report 2022-2023

- Delivered the material we needed to learn well
- Inclusivity, students are a priority, professors are very passionate
- Very much enjoyed the IU DPT experience. This program has put me in a good position to enter the workforce with adequate knowledge.
- The more I've learned about other DPT programs, the more I see how well-rounded and practical our education is. I greatly appreciate my DPT Program.
- One on one help that they are willing to provide for us to be successful.

### Areas to Consider for Improvement

| Theme 1: CURRICULAR CONTENT  |  |
|--|--|
| Aspects of the curriculum that could be more impactful in preparing students for clinical practice |  |
| Diversity  | <ul style="list-style-type: none"> <li>• Incorporate more psychosocial aspects into cases</li> <li>• Add more diverse and inclusive cases to the IUI DPT Family tree.</li> </ul>   |
| Exercise & Intervention  | <ul style="list-style-type: none"> <li>• Need more focus on interventions in ALL classes                             <ul style="list-style-type: none"> <li>• <i>Are there different ways to approach this that we are currently not using?</i></li> <li>• <i>Can we brainstorm ideas as a group to consider options?</i></li> </ul> </li> <li>• More integration of therapeutic exercise</li> <li>• More practice on exercise progression for all patient populations</li> <li>• Integration of Clinical Practice Guidelines</li> </ul> |
| Practice Patterns  | <ul style="list-style-type: none"> <li>• Include documentation throughout all courses</li> <li>• More lab instructors for all lab-based courses to increase feedback</li> <li>• More structured lab practice time</li> <li>• Force practice with different patterns</li> <li>• More challenging practical exam that focus on plan of care beyond the basic treatment</li> </ul>  |
| General Content  | <ul style="list-style-type: none"> <li>• Use of terminology consistent across courses and years</li> <li>• Billing practices and reimbursement</li> <li>• Screening stuff goes by the wayside after 1<sup>st</sup> year – never gets brought back up (e.g., pain referral, abdominal special tests) – would be nice to refer back to it again.</li> <li>• Mental health screening and abuse screening.</li> </ul>  |
| Theme 2: CURRICULAR STRUCTURE  |  |
| Course Load  | <ul style="list-style-type: none"> <li>• Fall/Spring Balance via credit hours</li> <li>• Clinical Course in fall of second year</li> </ul>   |
| Exam Review  | <ul style="list-style-type: none"> <li>• Lack of feedback after exams, quizzes, and practical assessments</li> </ul>   |
| Theme 3: COURSE CONTENT  |  |
| Specific Course Suggestions  | <ul style="list-style-type: none"> <li>• Will be provided to appropriate faculty</li> </ul>  |
| Theme 4: COMMUNICATION   |  |
| Program  | <ul style="list-style-type: none"> <li>• More consistency during final spring semester</li> </ul>  |

# SHHS

## Health Professions Assessment Report 2022-2023

|                              |  |
|------------------------------|--|
| Communication                | <ul style="list-style-type: none"> <li>• More information regarding graduation</li> <li>• Licensure discussion</li> </ul>  |
| Changes and Improvement      | <ul style="list-style-type: none"> <li>• Closing the loop on communication, follow up on changes</li> </ul>  |
| Common Language              | <ul style="list-style-type: none"> <li>• Hands on practice and lab coursework – statements about welcoming handling</li> <li>• Needs to be added to course lab materials and active</li> </ul>   |
| <b>Theme 5: PROGRAMMATIC</b> |  |
| Mental Health                | <ul style="list-style-type: none"> <li>• Mentoring &amp; Advising</li> <li>• Be attentional in identifying mental health supportive activities</li> <li>• Create a sense of belonging</li> </ul> |
| Leadership                   | <ul style="list-style-type: none"> <li>• Professional Development Plan</li> </ul>  |

### PT Focused areas of Improvement

| Objectives  | Strategies   |
|---|--|
| Increase equitable and inclusive approaches to curricular education   | Leadership will focus on faculty development to support understanding and education that translates knowledge on how to enhance the learning experience for students through equitable and inclusive practices. Specific webinars to include education on biases, belonging, and religious practices.      |
| Create inclusive, equitable, culturally responsive, and supportive learning environments that are sustainable | <p>Faculty to evaluate class case applications to ensure diverse representation of issues impacting healthcare recovery</p> <p>Faculty to appreciate the need to apply concepts related to trauma informed care</p> <p>Students to be provided with multiple resources to support mental health needs.</p> |
| Establish an ongoing innovative model for physical therapy education curricula                                | <p>Integrate clinical practice guidelines throughout curriculum as appropriate.</p> <p>Evaluate approach to teaching interventions with a goal of increasing depth and complexity where appropriate</p> <p>Re-Evaluate use of family case tree and complexity of cases over time.</p>                      |

---

## Health Professions Assessment Report 2022-2023

### **PT Program learning Assessment Review Summary**

Overall students are performing well above the national average on the licensure exam for all subcategories and overall outcomes with a first-time pass rate of 95% for the past three years. Both direct and indirect measures of student learning indicate student performance across all student learning outcomes to be good. Likert scale survey data indicated that students identified the strengths of the program's academic preparation to be in the areas of integumentary and musculoskeletal coursework. Other key areas of strength include evidence-based practice, clinical decision-making, integrated clinical education and professional core values.

Weaknesses were noted in the areas of exercise prescription and pediatrics. Students qualified their lack of comfort and preparation in these areas by suggested that most of it relates to a lack of clinical exposure; however, students felt changes to the curriculum related to exercise prescription would benefit future students.