

Appendix III

Doctor of Physical Therapy Student Learning Outcomes and Planned Assessment

Program Statement of Purpose:

The purpose of the Department of Physical Therapy and Human Performance of Florida Gulf Coast University is to prepare ethical, knowledgeable, skilled and compassionate entry-level practitioners who are effective decision-makers and who understand and value their roles in the changing health care environment and in society.

KEY:	PBP Professional Behaviors Plan GA Generic Abilities CPI Clinical Performance Instrument PTP Physical Therapy Practice CI Clinical Instructor	VAS Visual Analogue Scale IS Independent Study ACCE Academic Coordinator of Clinical Education PTSA Physical Therapy Student Association PDS Professional Development Series
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Graduate Student Learning Outcomes— Graduates will:	Doctor of Physical Therapy Student Learning Outcomes— Graduates will be able to:	Planned Assessment/ Performance Indicators	Measures	Benchmarks	Planned Use of Data to Achieve goal
Demonstrate excellence in critical thinking, problem solving, analysis and strategic planning	◆ Practice utilizing patient/client management skills consistent with contemporary practice	◆ Student will demonstrate appropriate stress management skills in professional settings	◆ PBP generic ability #10	◆90% of students will rate themselves at entry level on GA #10 on the PBP as part of their cumulative portfolio	◆ If concerns are identified for an individual student, faculty advisor will meet with student; if a trend is observed in the data, faculty will discuss observations and potential strategies at a faculty council meeting.
		◆ Students will exhibit the ability to make changes to meet individual needs in response to patient’s change of status.	◆ CPI criteria 13 and 18 – final CI evaluation	◆80% of the students will be rated as reaching entry-level on 90% of the criteria, on their final CPI	◆ If goal is not met, faculty would evaluate the nature of the student’s experiences with patients both within PTP coursework as well as during clinical education experiences.

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			◆ CPI criteria 13 and 18 – final self evaluation	◆80% of students rate themselves as entry level on each of these criteria on their final CPI	◆ If goal is not met, faculty would evaluate the nature of the student’s experiences with patients both within PTP coursework as well as during clinical education experiences.
Demonstrate effective use of a variety of communication skills and modalities.	◆ Appropriately use and modify written, oral, and non-verbal communication with clients, families, and colleagues	◆ Students will demonstrate documentation skills rates at 50% of the VAS on the final CPI for the second clinical experience.	◆CPI criteria #7 – CI evaluation	◆80% of students will achieve a 50% rating on criteria #7 at the end of the second clinical	◆ If goal is not met, faculty consider: changes to documentation activities during didactic coursework and/or discuss expectations with CIs.
		◆ Students will demonstrate entry level skill in documentation, oral communication, and the ability to teach patients, families and peers by the completion of clinical residency.	◆ CPI Criteria #6, 7, and 15 – Self Evaluation ◆CPI Criteria #6, 7, and 15 – CI evaluation	◆80% of students rate themselves as entry level on each of the criteria on their final CPI for clinical residency ◆80% of the students will be rated as reaching entry-level on their final CPI for clinical residency	◆ If goal is not met, faculty consider: changes to documentation activities during didactic coursework, increase opportunities for patient/family/peer education. ◆ If goal is not met, faculty consider: changes to documentation activities during didactic coursework, increase opportunities for patient/family/peer education.
		◆ During clinical and didactic coursework, students exhibit	◆ Professional Behaviors Plan – criteria 2 & 3	◆90% of students will exhibit communication and	◆ When individual issues are identified, faculty advisors council the student. When trend data is

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		communication and interpersonal skills consistent with the expectations set forth in the PBP plan		interpersonal skills consistent with the PBP benchmarks stated in the student guidebook. Beginning: end of second semester; Developing: before first full-time clinical; entry level: before Clinical Residency.	observed in one or more of these areas, faculty consider: changes to course activities related to communication and interpersonal skills, and/or request that clinical instructors reinforce the program’s expectations.
		♦ Students will develop graduate level writing and oral presentation skills by the final semester of the program.	♦ Thesis/Independent Study final defense	♦90% of students will exhibit graduate level writing and oral presentation skills during their final defense meeting.	♦Faculty discuss expectations across all committees to ensure consistency and clarify the objectives of the final oral and written defense; re-evaluate student performance; if necessary, strengthen the instruction to student regarding expectations of graduate level writing/presentation (in Applied Critical Inquiry and through IS/Thesis guidelines); monitoring outcome
Exhibit professional and technical expertise consistent with discipline and/or content area	♦ Model professional behaviors that are consistent with professional excellence and the	♦ During clinical and didactic coursework, students exhibit professional behaviors consistent with the expectations	♦Professional Behaviors Plan self-eval and faculty advisor eval – conducted at least once during each	♦90% of students will exhibit professional behaviors consistent with the PBP benchmarks stated in	♦Students who are identified as not meeting the behavior expected meet individually with their faculty advisor;. if the program faculty observe a consistent set of unprofessional behaviors from a

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accrediting or licensing bodies.	expectations of the profession and the consumer	set forth in the PBP plan	academic year	the student guidebook. Beginning: end of second semester; Developing: before first full-time clinical; entry level: before Clinical Residency.	cohort of students, a student: faculty meeting would be held to address the concerns. If a pattern of behaviors is identified that can be addressed through instituting policy or procedure, such policy/procedure would be developed, endorsed and implemented.
			◆Clinical Performance Instrument – criteria # 1-6	◆80% of students are viewed as having “no significant” concerns in these criteria	◆The ACCE reports trend data to the Faculty Council. Faculty may consider making changes to: non-academic admissions measures, first year course content, how the ACCE communicates clinical expectations to students/clinics prior to each clinical rotation, and/or, training to CIs on CPI criteria 1-6.
			◆ Student Portfolios (summative)	◆90% of students provide self-rating and evidence of meeting goal at point of graduation	◆If the goal is not met, faculty will: Reconsider instructions provided for portfolio development; Consider curriculum content review in area(s) where trends are observed; and/or review the implementation of the PBP process.
	◆ Practice utilizing patient/client	◆ Students will demonstrate entry	◆ CPI-- CI evaluation	◆80% of the students will be rated as	◆If goal is not met, the ACCE will report trend data to the faculty

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	management skills consistent with contemporary practice	level patient/client management skills by the completion of Clinical Residency.		reaching entry-level on 90% of the criteria on their final CPI	council for further evaluation. Faculty may consider changes in: curriculum content, teaching/learning methodology, frequency/duration of prior clinicals, effectiveness of clinical experiences/instructors
			◆CPI -- Self-Eval	◆80% of students rate themselves as entry level on 90% of the criteria on their final CPI	◆ If goal is not met, the ACCE will report trend data to the faculty council for further evaluation. Faculty may consider changes in: curriculum content, teaching/learning methodology, frequency/duration of prior clinicals, effectiveness of clinical experiences/instructors.
			◆ Psychomotor Skills log	◆80% of the students will rate their confidence rating as “2” or higher on 90% of the skills by final clinical rotation.	◆ Faculty re-evaluate cited skills to determine their place in the curriculum & implement changes the next time a case is offered in PTP series or in a full course offering
Be prepared for leadership roles in professional and occupational areas in communities in which they live and	◆ Recognize the importance of and pursue community involvement as part of his/her professional	◆ Students will demonstrate participation in pro-bono and mentoring activities in the community	◆ Course completion requirements	◆90% student participation in activities and follow-up discussion related to attitudes toward pro-bono/mentoring	◆ If goal is not met, faculty consider: changes to course activities, increased opportunities for community service (both in and outside the scheduled course time).

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work.	responsibility and civic engagement.			during the semesters in which courses are offered.	
			◆ PDS V online Discussion Board – Future plans for pro-bono involvement	◆80% of students will articulate a viable plan for current or future involvement in pro-bono service	◆If goal is not met, faculty consider: increased opportunities to work with students in community service, analyze the role of the PTSA in community service, increase student exposure to community PTs who are outstanding examples of this quality.
Demonstrate the capacity for continuing learning, growth and scholarly activity in their respective disciplines and fields of study.	◆ Experience areas of personal growth necessary for the transition into becoming a professional	◆ Students will be self-reflective, resourceful, and self-directed in professional settings (both clinical and non-clinical) by the completion	◆ Professional Behaviors Plan generic ability #1	◆90% of students will exhibit “commitment to learning” (GA #1) consistent with the PBP benchmarks stated in the student guidebook. Beginning: end of second semester; Developing: before first full-time clinical; entry level: before Clinical Residency.	◆Students not meeting the behavior are expected meet individually with their faculty advisor; if the program faculty observed a consistent set of concerns in this area from a cohort of students, a student: faculty meeting would be held to address the concerns.
			◆Portfolio Assessment Tool	◆90% of students demonstrate self-reflection of personal	◆ If goal is not met, faculty consider: changes to portfolio instructions;

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				growth throughout the program	additional guidance to reflective process; more self-reflective activities within the curriculum.
			◆ CPI – Criteria #22-23 – Self-eval	◆90% of the students will be rated as reaching entry-level on their final CPI	◆ If goal is not met, faculty consider: changes to teaching/learning methodology toward more self-direction, improved guidance toward accessing professional/learning resources, and/or working with CIs to provide improved opportunities for students to develop in these areas.
			◆CPI – Criteria #22-23 – CI eval	◆90% of the students will be rated as reaching entry-level on their final CPI	◆ If goal is not met, faculty consider: changes to teaching/learning methodology toward more self-direction, provide improved guidance toward accessing professional/learning resources, and/or working with CIs to provide improved opportunities for students to develop in these areas.