

**FLORIDA GULF COAST UNIVERSITY**  
**College of Health Profession**  
**Department of Physical Therapy & Human Performance**  
**MS in Physical Therapy**

**Institutional Effectiveness Measures**  
**2007**

<b>Unit Mission Statement</b>	<b>Purpose</b>	<b>Expected Results (Student Learning Outcomes)</b>	<b>Assessment Criteria and Measures</b>	<b>Use of Assessment Results for Change</b>
<p>Central to the mission of the Department of Physical Therapy and Human Performance are the mission and goals of Florida Gulf Coast University and the College of Health Professions. Reflective of these, the academic programs are designed to meet the diverse needs of the college students of today and of the future. Students with other life commitments are able to pursue their degrees through innovative programming and responsive scheduling, including asynchronous and distance learning. Students develop or improve their skills in the use of technology and become self-directed learners through the active learning format that characterize the program – skills that aid them in being resourceful scholars and clinicians. Faculty are committed to providing an environment which accommodates a variety of learning styles, supports self-paced learning and fosters success.</p> <p>Professional and community service are valued and will be modeled by the program faculty. All students will be involved in service learning projects during</p>	<p>The purpose of the Department of Physical Therapy &amp; Human Performance of Florida Gulf Coast University is to prepare ethical, knowledgeable, skilled and compassionate entry-level practitioners and leaders who are effective decision-makers and who understand and value their roles in the changing health care, wellness and physical fitness environment in society.</p> <p>The Department of Physical Therapy &amp; Human Performance has the responsibility to:</p> <ul style="list-style-type: none"> <li>• Prepare students for practice in the 21<sup>st</sup> Century.</li> <li>• Maximize student learning styles and the unique interests, background and talents of each</li> </ul>		<p><b><u>Master of Science in PT</u></b></p> <ol style="list-style-type: none"> <li>1) Upon graduation, students will display entry-level professional behaviors on the Department Professional Behaviors Plan.</li> <li>2) Reach entry-level on all areas on the Clinical Performance Instrument.</li> <li>3) Exit survey for graduating students.</li> <li>4) Graduation survey - 1</li> </ol>	<p><b><u>Master of Science in PT</u></b></p> <ol style="list-style-type: none"> <li>1) Students use self-evaluation and advisor evaluation to modify professional behaviors in preparation for clinical rotations and graduation. Documented cases of students requiring remediation, and their subsequent improvement of behavior, can be found in student files in the department. No modifications to the process has been necessary due to the success of the activity.</li> <li>2) Use of this national clinical education assessment</li> </ol>

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<p>their professional studies, building an understanding of the importance of service as a health and wellness professional.</p> <p>Graduates of the program reflect the diverse backgrounds, experiences and interests of the community that the University serves. Through active participation in interdisciplinary coursework and community experiences, graduates will be skilled in effective communication, facilitating teamwork and model leadership within their work environments and in their communities. All graduates are exposed to experiences that cultivate cultural awareness and sensitivity to diversity.</p> <p>All students participate in a curriculum that focuses on the process of effective problem solving and scientific inquiry. Faculty provide a scaffolding for higher learning, exposing students to the base of knowledge on which the professions are founded and facilitate student exploration of the validity of that knowledge base. Coursework requiring the student to use intellectual inquisitiveness builds a desire in each</p>	<p>student.</p> <ul style="list-style-type: none"> <li>• Foster an environment which promotes creativity, scholarship, respect for diversity and caring for one another.</li> <li>• Advance the field of physical therapy, athletic training, strength and conditioning, and wellness within the community.</li> <li>• Meet the needs of the community through formal and informal education offerings and community service.</li> <li>• Contribute to the transformation and continuous improvement of physical therapist, athletic training, strength and conditioning, and wellness education.</li> </ul>		<p>year post graduation.</p> <p>5) Professional Behaviors Plan. Graduate/Employer Survey. Entry level on Clinical Performance Instrument.</p> <p>6) Survey of Graduates and Employers at one and three-year post graduate intervals. Clinical Performance Instrument for final two clinical experiences.</p>	<p>tool has continued since program inception. Students who have successfully completed the program have demonstrated this entry-level proficiency. Copies of CPI are in student files in the department. Weakness were student specific and have not resulted in significant curriculum revision.</p> <p>3) Exit interviews have been successful in confirming assessment data collected through other measures. The program director schedules a meeting with each graduate at the point of graduation. Compliance has been 95%. Aggregate data is shared with PT faculty and has consistently confirmed</p>

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<p>student for life long growth and learning. Psychomotor and decision-making skills are developed in the context of ethical, competent, compassionate and holistic client care. An integrated curriculum and community-based laboratories prepare students for real-life practice.</p> <p>Self-evaluation and reflection are the cornerstone of student evaluation. Through this process, students become proficient in identifying individual areas of strength and need. This enables each student to bring a strong foundation in self-assessment of learning and a repertoire of necessary tools to the process of peer review and evaluation. Through collaborative learning and application of the review and evaluation process, students will develop acceptance of and comfort with the development of the skills essential for peer evaluation and review.</p> <p>Graduates of the program are skilled in coping with change, preparing for practice in the 21<sup>st</sup> century. Student learning occurs through the utilization of appropriate existing technology in all areas of</p>				<p>changes that had already occurred</p> <p>4) Graduation surveys have not been conclusive regarding graduates involvement in community service. The graduate survey is re-evaluated annually prior to its distribution.</p> <p>5) See #1 and #2.</p> <p>6) These assessment tools have resulted in the following changes:</p> <p>Requiring that an acute rotation be completed in one of the first two clinical rotations.</p> <p>Strengthening specific</p>

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<p>learning opportunities including integrated lecture, laboratory, and clinical experiences. Students become proficient in employing technology as it relates to learning and practice.</p> <p>Consistent with the University's mission of aesthetic sensibility, graduates of the program appreciate the aesthetics of the human body's grace and performance in creative and athletic endeavors such as theater, dance, and athletics.</p> <p>Therefore, students enter the program with unique abilities and perspectives and progress through the rigorous learning experience gaining the skills necessary for successful entry-level practice.</p>				<p>content areas found in practice within the PT Practice course series.</p> <p>Adding more formative and summative assessment to PT Practice course series in the form of written exams to better prepare for NPTE, including required practice NPTE exam policy being instituted.</p> <p>A comprehensive review of the program, including the student learning outcomes, was conducted during the CAPTE re-accreditation process. A detailed assessment plan, results/findings, and use of results is included in the self-study report.</p>

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