

2016-2017 Annual Assessment Report Template

For instructions and guidelines visit our [website](#)
or [contact us](#) for more help.

Please begin by selecting your program name in the drop down. If the program name is not listed, please enter it below:

Ph. D. Physical Therapy

OR

Question 1: Program Learning Outcomes

Q1.1.

Which of the following Program Learning Outcomes (PLOs), Sac State Baccalaureate Learning Goals (BLGs), and emboldened Graduate Learning Goals (GLGs) **did you assess?** [Check all that apply]

- ☒ 1. **Critical Thinking**
- ☒ 2. **Information Literacy**
- ☒ 3. **Written Communication**
- ☒ 4. **Oral Communication**
- ☐ 5. Quantitative Literacy
- ☒ 6. **Inquiry and Analysis**
- ☒ 7. Creative Thinking
- ☐ 8. Reading
- ☐ 9. Team Work
- ☒ 10. Problem Solving
- ☐ 11. Civic Knowledge and Engagement
- ☒ 12. **Intercultural Knowledge, Competency, and Perspectives**
- ☒ 13. Ethical Reasoning
- ☐ 14. Foundations and Skills for Lifelong Learning
- ☐ 15. **Global Learning and Perspectives**
- ☐ 16. Integrative and Applied Learning
- ☐ 17. Overall Competencies for GE Knowledge
- ☒ 18. **Overall Disciplinary Knowledge**
- ☐ 19. **Professionalism**
- ☐ 20. Other, specify any assessed PLOs not included above:

a.

b.

c.

Q1.2.

Please provide more detailed background information about **EACH PLO** you checked above and other information including how your specific PLOs are **explicitly** linked to the Sac State **BLGs/GLGs**:

The Department has 5 Student Learning Outcomes (PLOs). The PLOs selected above are reflected in the Departmental student Learning Outcomes (SLO).

Student Learning Outcome 1.0:

Demonstrate professional physical therapist effectiveness by creating and documenting a comprehensive physical therapy patient management process, including determination of the physical therapy needs of any individual, designing a plan of care that synthesizes best available evidence and patient preferences, implementing safe and effective psychomotor interventions, and determining the efficacy of patient outcomes.

Student Learning Outcome 2.0:

Demonstrate the ability to plan, organize, administer, direct, and supervise human and fiscal resources for physical therapy practice management, and to communicate effectively with patients, families, other health care professionals and the public.

Student Learning Outcome 3.0:

Demonstrate professional behaviors by reflecting on personal and professional development, and by integrating cultural, ethnic, age, economic, and psychosocial considerations in the communication and delivery of clinical services.

Student Learning Outcome 4.0:

Practice in an ethical and legal manner through the consistent integration of sound decision-making with respect to established ethical, legal and professional standards.

Student Learning Outcome 5.0:

Demonstrate the critical evaluation, interpretation and application of the scientific and professional literature to inform independent judgments and clinical decision-making, research and education.

Each SLO has components and subcomponents written in objective, measurable behaviors.

Q1.2.1.

Do you have rubrics for your PLOs?

- ☐ 1. Yes, for all PLOs
- ☐ 2. Yes, but for some PLOs
- ☒ 3. No rubrics for PLOs
- ☐ 4. N/A
- ☐ 5. Other, specify:

Q1.3.

Are your PLOs closely aligned with the mission of the university?

- ☒ 1. Yes
☐ 2. No
☐ 3. Don't know

Q1.4.

Is your program externally accredited (other than through WASC Senior College and University Commission (WSCUC))?

- ☒ 1. Yes
☐ 2. No (skip to **Q1.5**)
☐ 3. Don't know (skip to **Q1.5**)

Q1.4.1.

If the answer to Q1.4 is **yes**, are your PLOs closely aligned with the mission/goals/outcomes of the accreditation agency?

- ☒ 1. Yes
☐ 2. No
☐ 3. Don't know

Q1.5.

Did your program use the *Degree Qualification Profile* ("DQP", see <http://degreeprofile.org>) to develop your PLO(s)?

- ☐ 1. Yes
☒ 2. No, but I know what the DQP is
☐ 3. No, I don't know what the DQP is
☐ 4. Don't know

Q1.6.

Did you use action verbs to make each PLO measurable?

- ☒ 1. Yes
☐ 2. No
☐ 3. Don't know

(Remember: **Save your progress**)

Question 2: Standard of Performance for the Selected PLO

Q2.1.

Select **QR** type in **ONE(1)** PLO here as an example to illustrate how you conducted assessment (be sure you *checked the correct box* for this PLO in Q1.1):

Overall Disciplinary Knowledge

If your PLO is **not listed**, please enter it here:

Q2.1.1.

Please provide more background information about the **specific PLO** you've chosen in Q2.1.

Overall competence in the discipline includes didactic knowledge, clinical knowledge, psychomotor skill, patient management skill, and evidence-informed clinical judgment.

Multiple measures were used to assess the different aspects of overall competence in the discipline.

National Licensure Examination: Gold standard test used by the profession to assess a student's overall competence to hold a license to treat patients.

Clinical Performance Instrument (CPI): Gold standard test used by the profession to assess a student's knowledge and psychomotor skill in treating a patient during full-time clinical experiences.

Q2.2.

Has the program developed or adopted **explicit** standards of performance for this PLO?

- ☐ 1. Yes
- ☐ 2. No
- ☐ 3. Don't know
- ☒ 4. N/A

Q2.3.

Please **provide the rubric(s) and standards of performance** that you have developed for this PLO here or in the appendix.

 No file attached

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Q2.4. PLO	Q2.5. Stdnd	Q2.6. Rubric	Please indicate where you have published the PLO , the standard of performance, and the rubric that was used to measure the PLO:
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. In SOME course syllabi/assignments in the program that address the PLO
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. In ALL course syllabi/assignments in the program that address the PLO
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. In the student handbook/advising handbook
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. In the university catalogue
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	5. On the academic unit website or in newsletters
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	6. In the assessment or program review reports, plans, resources, or activities
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. In new course proposal forms in the department/college/university
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	8. In the department/college/university's strategic plans and other planning documents
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9. In the department/college/university's budget plans and other resource allocation documents
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10. Other, specify: <input type="text"/>

Question 3: Data Collection Methods and Evaluation of Data Quality for the Selected PLO

Q3.1.

Was assessment data/evidence **collected** for the selected PLO?

- ☒ 1. Yes
- ☐ 2. No (skip to Q6)
- ☐ 3. Don't know (skip to Q6)
- ☐ 4. N/A (skip to Q6)

Q3.1.1.

How many assessment tools/methods/measures **in total** did you use to assess this PLO?

10+

Q3.2.

Was the data **scored/evaluated** for this PLO?

- ☒ 1. Yes
- ☐ 2. No (skip to Q6)
- ☐ 3. Don't know (skip to Q6)
- ☐ 4. N/A (skip to Q6)

Q3.2.1.

Please describe how you collected the assessment data for the selected PLO. For example, in what course(s) or by what means were data collected:

Results of student performance on the National licensure examination.

Results of the Clinical Performance Instrument used to assess student performance during full-time Clinical Rotations.

(Remember: **Save your progress**)

Question 3A: Direct Measures (key assignments, projects, portfolios, etc.)

Q3.3.

Were direct measures (key assignments, projects, portfolios, course work, student tests, etc.) used to assess this PLO?

- ☒ 1. Yes
- ☐ 2. No (skip to Q3.7)
- ☐ 3. Don't know (skip to Q3.7)

Q3.3.1.

Which of the following direct measures (key assignments, projects, portfolios, course work, student tests, etc.) were used?
[Check all that apply]

- ☒ 1. Capstone project (e.g. theses, senior theses), courses, or experiences
- ☒ 2. Key assignments from required classes in the program
- ☐ 3. Key assignments from elective classes
- ☒ 4. Classroom based performance assessment such as simulations, comprehensive exams, or critiques
- ☒ 5. External performance assessments such as internships or other community-based projects

☒ 6. E-Portfolios

☐ 7. Other Portfolios

☐ 8. Other, specify:

Q3.3.2.

Please **provide** the direct measure (key assignments, projects, portfolios, course work, student tests, etc.) you used to collect data, THEN **explain** how it assesses the PLO:

The National Licensure Examination evaluated student overall competence in the major/discipline.

The CPI measures student performance during full-time clinical rotations.



ContentArea_2016_GraduatesFSBPT_Report.pdf
51.31 KB



CPI WEB Cumulative Marks Class of 2016.xlsx
12.07 KB

Q3.4.

What tool was used to evaluate the data?

- ☐ 1. **No** rubric is used to interpret the evidence (skip to Q3.4.4.)
- ☐ 2. Used rubric developed/modified by the faculty who teaches the class (skip to Q3.4.2.)
- ☐ 3. Used rubric developed/modified by a group of faculty (skip to Q3.4.2.)
- ☐ 4. Used rubric pilot-tested and refined by a group of faculty (skip to Q3.4.2.)
- ☐ 5. The VALUE rubric(s) (skip to Q3.4.2.)
- ☐ 6. Modified VALUE rubric(s) (skip to Q3.4.2.)
- ☒ 7. Used other means (Answer Q3.4.1.)

Q3.4.1.

If you used other means, which of the following measures was used? [Check all that apply]

- ☒ 1. National disciplinary exams or state/professional licensure exams (skip to Q3.4.4.)
- ☐ 2. General knowledge and skills measures (e.g. CLA, ETS PP, etc.) (skip to Q3.4.4.)
- ☐ 3. Other standardized knowledge and skill exams (e.g. ETC, GRE, etc.) (skip to Q3.4.4.)
- ☐ 4. Other, specify: (skip to Q3.4.4.)

Q3.4.2.

Was the **rubric** aligned directly and explicitly **with the PLO**?

- ☐ 1. Yes
- ☐ 2. No
- ☐ 3. Don't know
- ☒ 4. N/A

Q3.4.3.

Was the **direct measure** (e.g. assignment, thesis, etc.) aligned directly and explicitly **with the rubric**?

- ☐ 1. Yes
- ☐ 2. No
- ☐ 3. Don't know
- ☒ 4. N/A

Q3.4.4.

Was the **direct measure** (e.g. assignment, thesis, etc.) aligned directly and explicitly **with the PLO**?

- ☒ 1. Yes
☐ 2. No
☐ 3. Don't know
☐ 4. N/A

Q3.5.

How many faculty members participated in planning the assessment data **collection** of the selected PLO?

10

Q3.5.1.

How many faculty members participated in the **evaluation** of the assessment data for the selected PLO?

10

Q3.5.2.

If the data was evaluated by multiple scorers, was there a norming process (a procedure to make sure everyone was scoring similarly)?

- ☒ 1. Yes
☐ 2. No
☐ 3. Don't know
☐ 4. N/A

Q3.6.

How did you **select** the sample of student work (papers, projects, portfolios, etc.)?

All 28 students who took the licensure exam and participated in clinical rotations were evaluated.

Q3.6.1.

How did you **decide** how many samples of student work to review?

All 28 students who took the licensure exam and participated in clinical rotations were evaluated.

Q3.6.2.

How many students were in the class or program?

28

Q3.6.3.

How many samples of student work did you evaluated?

28

Q3.6.4.

Was the sample size of student work for the direct measure adequate?

- ☒ 1. Yes
- ☐ 2. No
- ☐ 3. Don't know

(Remember: Save your progress)**Question 3B: Indirect Measures (surveys, focus groups, interviews, etc.)****Q3.7.**

Were indirect measures used to assess the PLO?

- ☒ 1. Yes
- ☐ 2. No (skip to **Q3.8**)
- ☐ 3. Don't Know (skip to **Q3.8**)

Q3.7.1.Which of the following indirect measures were used? **[Check all that apply]**

- ☐ 1. National student surveys (e.g. NSSE)
- ☐ 2. University conducted student surveys (e.g. OIR)
- ☒ 3. College/department/program student surveys or focus groups
- ☒ 4. Alumni surveys, focus groups, or interviews
- ☒ 5. Employer surveys, focus groups, or interviews
- ☐ 6. Advisory board surveys, focus groups, or interviews
- ☐ 7. Other, specify:

Q3.7.1.1.

Please explain and attach the indirect measure you used to collect data:

Alumni Surveys assessed student satisfaction with overall preparation and specific preparation within disciplinary content areas.



DPT-2-first survey.pdf
3.09 MB



No file attached

Q3.7.2.

If surveys were used, how was the sample size **decided**?

All graduates from the 2016 cohort were included in the survey.

Q3.7.3.

If surveys were used, how did you **select** your sample:

All graduates from the 2016 cohort were included in the survey.

Q3.7.4.

If surveys were used, what was the response rate?

27/28 responded (96%)

Question 3C: Other Measures (external benchmarking, licensing exams, standardized tests, etc.)

Q3.8.

Were external benchmarking data, such as licensing exams or standardized tests, used to assess the PLO?

- ☒ 1. Yes
- ☐ 2. No (skip to **Q3.8.2**)
- ☐ 3. Don't Know (skip to **Q3.8.2**)

Q3.8.1.

Which of the following measures was used? [Check all that apply]

- ☒ 1. National disciplinary exams or state/professional licensure exams
- ☐ 2. General knowledge and skills measures (e.g. CLA, ETS PP, etc.)
- ☐ 3. Other standardized knowledge and skill exams (e.g. ETC, GRE, etc.)
- ☐ 4. Other, specify:

Q3.8.2.

Were other measures used to assess the PLO?

- ☐ 1. Yes
- ☒ 2. No (skip to **Q4.1**)
- ☐ 3. Don't know (skip to **Q4.1**)

Q3.8.3.

If other measures were used, please specify:



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(Remember: **Save your progress**)

Question 4: Data, Findings, and Conclusions

Q4.1.

Please provide simple tables and/or graphs to summarize the assessment data, findings, and conclusions for the selected PLO in **Q2.1**:

Attached is a graph comparing the National Licensure Examination results of the class of 2016 to the National averages, in which program graduates were above the National average in all 8 categories of the examination, and significantly above the National average in 6/8 categories.



NPTE_Results_2016.png
53.74 KB



No file attached

Q4.2.

Are students doing well and meeting the program standard? If not, how will the program work to improve student performance of the selected PLO?

Students are doing well and meeting or exceeding program standards.

As seen in the Q4.1, students in the 2016 cohort scored above the national average in all 8 categories of the National Licensure Examination and significantly above in 6 of the 8 categories.



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Q4.3.

For the selected PLO, the student performance:

- ☒ 1. **Exceeded** expectation/standard
- ☐ 2. **Met** expectation/standard

- ☐ 3. **Partially** met expectation/standard
☐ 4. Did not meet expectation/standard
☐ 5. No expectation/standard has been specified
☐ 6. Don't know

Question 4A: Alignment and Quality

Q4.4.

Did the data, including the direct measures, from all the different assessment tools/measures/methods directly align with the PLO?

- ☒ 1. Yes
☐ 2. No
☐ 3. Don't know

Q4.5.

Were **all** the assessment tools/measures/methods that were used good measures of the PLO?

- ☒ 1. Yes
☐ 2. No
☐ 3. Don't know

Question 5: Use of Assessment Data (Closing the Loop)

Q5.1.

As a result of the assessment effort and based on prior feedback from OAPA, do you anticipate *making any changes* for your program (e.g. course structure, course content, or modification of PLOs)?

- ☐ 1. Yes
☒ 2. No (skip to Q5.2)
☐ 3. Don't know (skip to Q5.2)

Q5.1.1.

Please describe *what changes* you plan to make in your program as a result of your assessment of this PLO. Include a description of how you plan to assess the impact of these changes.

Q5.1.2.

Do you have a plan to assess the *impact of the changes* that you anticipate making?

- ☐ 1. Yes
☒ 2. No
☐ 3. Don't know

Q5.2.

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Since your last assessment report, how have the assessment data from then been used so far?	1. Very Much	2. Quite a Bit	3. Some	4. Not at All	5. N/A
1. Improving specific courses	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Modifying curriculum	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Improving advising and mentoring	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Revising learning outcomes/goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
5. Revising rubrics and/or expectations	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Developing/updating assessment plan	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Annual assessment reports	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Program review	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Prospective student and family information	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Alumni communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
11. WSCUC accreditation (regional accreditation)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
12. Program accreditation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
13. External accountability reporting requirement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
14. Trustee/Governing Board deliberations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
15. Strategic planning	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Institutional benchmarking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
17. Academic policy development or modifications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
18. Institutional improvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
19. Resource allocation and budgeting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
20. New faculty hiring	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Professional development for faculty and staff	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Recruitment of new students	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. Other, specify:	<input type="text"/>				

Q5.2.1.

Please provide a detailed example of how you used the assessment data above:

The 2017 Faculty Retreat for Curriculum Review unified curricular content to ensure that student learning outcomes were coordinated between courses and spiraled throughout the curriculum.

Q5.3.To what extent did you apply **last year's feedback** from the Office of Academic Program Assessment in the following areas?

	1. Very Much	2. Quite a bit	3. Some	4. Not at All	5. N/A
1. Program Learning Outcomes	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Standards of Performance	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Measures	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Rubrics	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Alignment	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Data Collection	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Data Analysis and Presentation	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Use of Assessment Data	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Other, please specify: <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q5.3.1.

Please share with us an example of how you applied **last year's feedback** from the Office of Academic Program Assessment in any of the areas above:

Last year's feedback was used to clarify the way in which student learning outcomes were assessed and reported.

(Remember: **Save your progress**)

Additional Assessment Activities

Q6.

Many academic units have collected assessment data on aspect of their program *that are not related to the PLOs* (i.e. impacts of an advising center, etc.). **If** your program/academic unit has collected data on program *elements*, please briefly report your results here:

N/A



No file attached



No file attached

Q7.

What PLO(s) do you plan to assess next year? [Check all that apply]

- ☒ 1. Critical Thinking
- ☒ 2. Information Literacy
- ☒ 3. Written Communication
- ☒ 4. Oral Communication
- ☐ 5. Quantitative Literacy
- ☒ 6. Inquiry and Analysis
- ☒ 7. Creative Thinking
- ☒ 8. Reading
- ☐ 9. Team Work

- ☒ 10. Problem Solving
- ☐ 11. Civic Knowledge and Engagement
- ☒ 12. **Intercultural Knowledge, Competency, and Perspectives**
- ☒ 13. Ethical Reasoning
- ☐ 14. Foundations and Skills for Lifelong Learning
- ☐ 15. **Global Learning and Perspectives**
- ☐ 16. Integrative and Applied Learning
- ☐ 17. Overall Competencies for GE Knowledge
- ☒ 18. **Overall Disciplinary Knowledge**
- ☐ 19. **Professionalism**
- ☐ 20. Other, specify any PLOs not included above:

a.

b.

c.

Q8. Please attach any additional files here:



No file attached



No file attached



No file attached



No file attached

Q8.1.

Have you attached any files to this form? If yes, please list every attached file here:

1. California State University, Sacramento results of the National Licensure Exam 2016 (FSBPT Report)
2. Clinical Performance Instrument
3. Graph showing results of the National Licensure Exam
4. Alumni Surveys
5. Assessment Plan
6. Curricular Map

Program Information (**Required**)

Program:

(If you typed your program name at the beginning, please skip to Q10)

Q9.

Program/Concentration Name: [skip if program name appears above]

Ph. D. Physical Therapy

Q10.

Report Author(s):

Dr. DM McKeough

Q10.1.

Department Chair/Program Director:

Dr. DM McKeough

Q10.2.

Assessment Coordinator:

Dr. DM McKeough

Q11.

Department/Division/Program of Academic Unit

Physical Therapy

Q12.

College:

College of Health & Human Services

Q13.

Total enrollment for Academic Unit during assessment semester (see Departmental Fact Book):

92

Q14.

Program Type:

- ☐ 1. Undergraduate baccalaureate major
- ☐ 2. Credential
- ☐ 3. Master's Degree
- ☒ 4. Doctorate (Ph.D./Ed.D./Ed.S./D.P.T./etc.)
- ☐ 5. Other, specify:

Q15. Number of **undergraduate degree programs** the academic unit has?

0

Q15.1. List all the names:**Q15.2.** How many concentrations appear on the diploma for this undergraduate program?

N/A

Q16. Number of **master's degree programs** the academic unit has?

0

Q16.1. List all the names:**Q16.2.** How many concentrations appear on the diploma for this master's program?

N/A

Q17. Number of **credential programs** the academic unit has?

0

Q17.1. List all the names:

Q18. Number of **doctorate degree programs** the academic unit has?

1

Q18.1. List all the names:

Doctor of Physical Therapy

When was your **assessment plan...**

	1. Before 2011-12	2. 2012-13	3. 2013-14	4. 2014-15	5. 2015-16	6. 2016-17	7. No Plan	8. Don't know
Q19. developed?	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q19.1. last updated?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q19.2. (REQUIRED)

Please **obtain** and **attach** your latest **assessment plan**:



DPTAssesmentPlan2016-17.pdf
247.28 KB

Q20.

Has your program developed a **curriculum map**?

- ☒ 1. Yes
☐ 2. No
☐ 3. Don't know

Q20.1.

Please **obtain** and **attach** your latest **curriculum map**:



DPT curriculum grid_by_SLO.xlsx
100.95 KB

Q21.

Has your program indicated in the curriculum map where assessment **of student learning** occurs?

- ☒ 1. Yes
☐ 2. No
☐ 3. Don't know

Q22.

Does your program have a capstone class?

- ☒ 1. Yes, indicate:
☐ 2. No
☐ 3. Don't know

Q22.1.

Does your program have **any** capstone project?

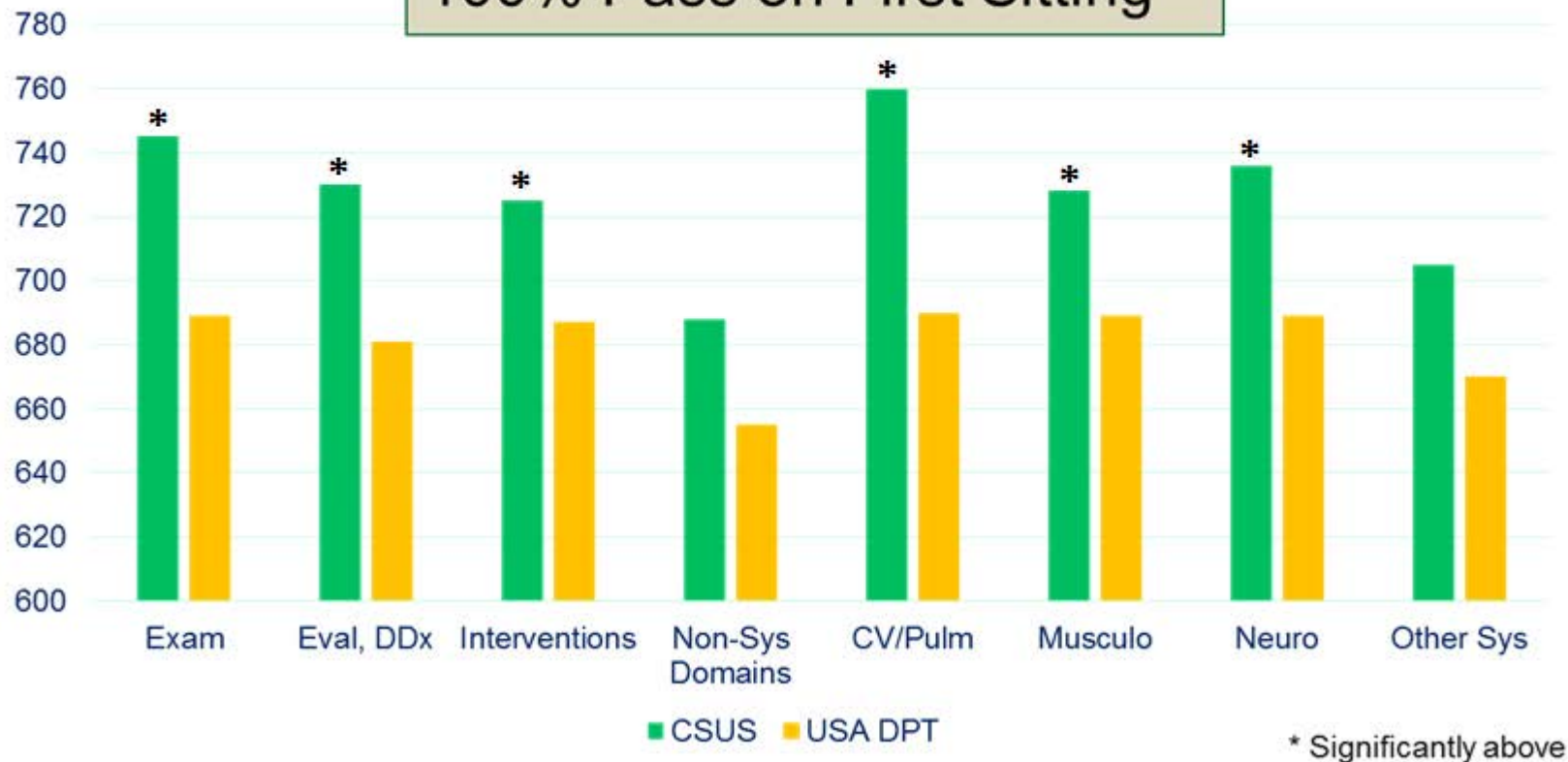
- ☒ 1. Yes
☐ 2. No
☐ 3. Don't know

(Remember: **Save your progress**)

ver. 5.15/17

National Licensure Examination Results 2016

100% Pass on First Sitting



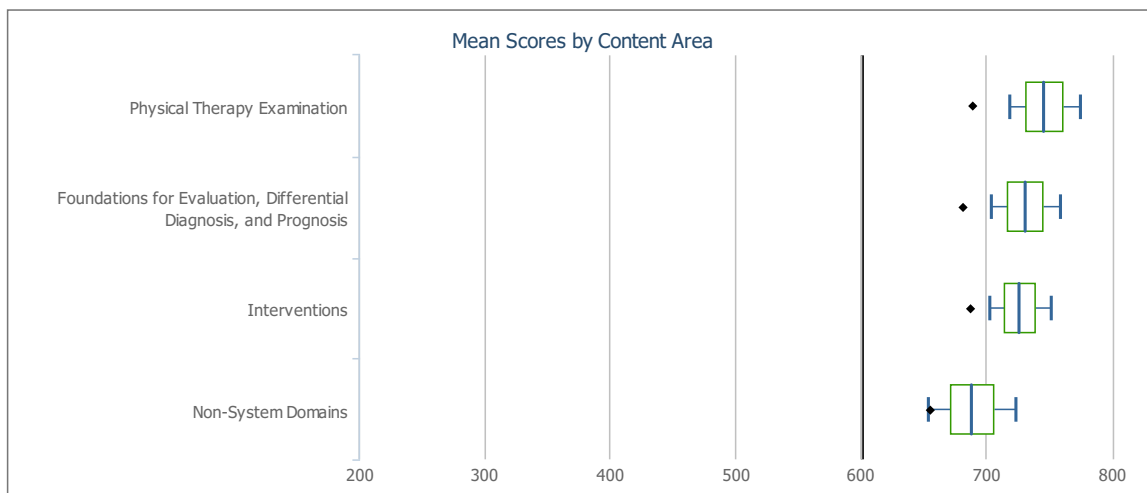


California State University, Sacramento (PT)

1st Time Test Takers Content Area School Report

School Code: 0521
 Graduation Year: 2016
 Content Outline Year: 2013
 State: CA
 Date of Report: 3/27/2017
 Graduates Comprising This Report: 28

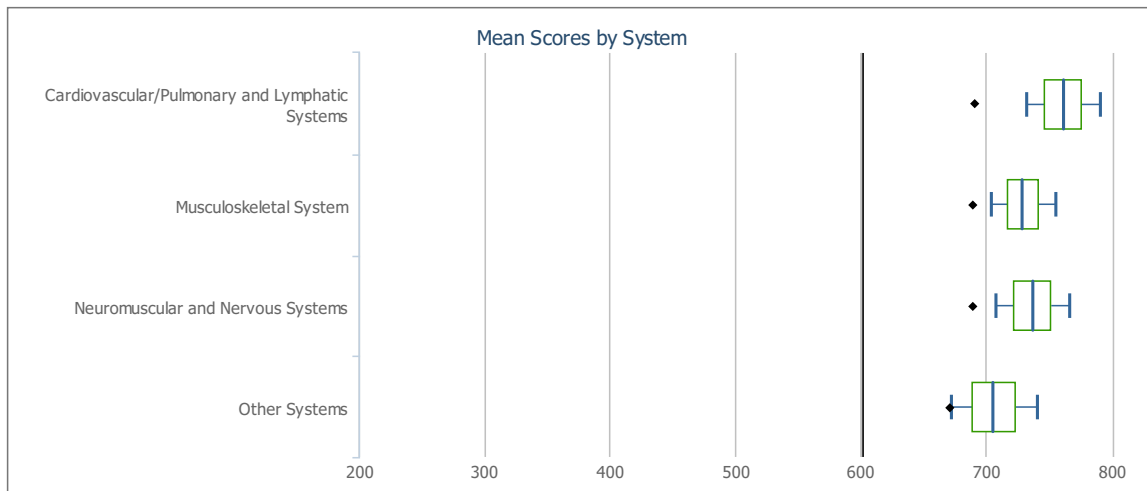
Content Areas	Target Percentage and Number of Items in Each Area of the Test Content Outline		1st Time Test Takers from Your Program		1st Time Test Takers From U.S. Accredited Programs	
	% of Exam	# Items in Each Content Area	Mean Scale Score	Confidence Interval of the Mean	Mean Scale Score	Standard Deviation
Physical Therapy Examination	26.0%	53	745.4	14.2	688.5	68.7
Foundations for Evaluation, Differential Diagnosis, and Prognosis	32.0%	65	730.1	13.9	680.7	66.1
Interventions	28.0%	57	725.3	12.2	686.7	62.7
Non-System Domains	12.0%	25	687.8	17.5	654.6	76.9



◆ Denotes the national mean scale score

Confidence Interval is a measure of the statistical accuracy of an estimate, equal to the standard deviation of the theoretical distribution of a large population of such estimates. See the School Reports Interpretive Guide for more information.

	Target Percentage and Number of Items in Each Area of the Test Content Outline		1st Time Test Takers from Your Program		1st Time Test Takers From U.S. Accredited Programs	
Systems	% of Exam	# Items in Each Content Area	Mean Scale Score	Confidence Interval of the Mean	Mean Scale Score	Standard Deviation
Cardiovascular/Pulmonary and Lymphatic Systems	16.0%	33	760.3	14.8	690.0	73.3
Musculoskeletal System	30.0%	61	728.4	12.8	688.5	67.8
Neuromuscular and Nervous Systems	25.0%	50	735.9	14.6	688.5	68.9
Other Systems	15.0%	31	704.9	17.1	670.2	76.3



♦ Denotes the national mean scale score

Report data is updated eight times a year. The data for this report is current as of February 7, 2017

Professor Brad Stockert : DPT-2 first alumni survey v2

- ()
No. of responses = 27 / (%)



Overall indicators

Global Index

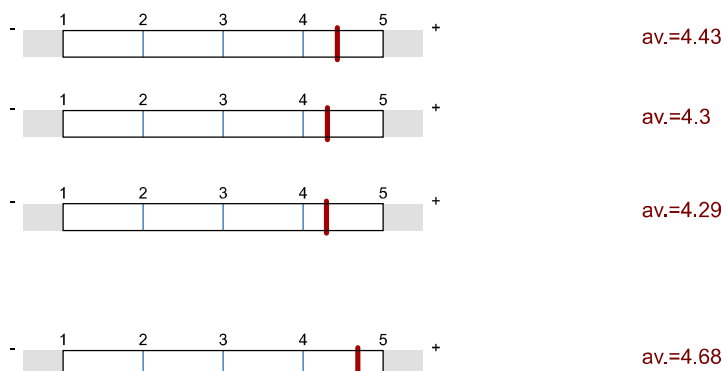
Please rate the following areas regarding the Department of Physical Therapy using the scale below:

Level of preparation to:

7. Determine the needs and diagnosis of an individual by examining and evaluating factors within the following systems:

Rate your level of preparation to:

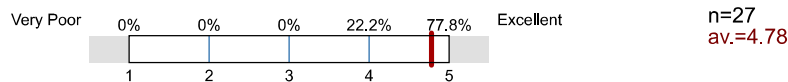
perform in the following areas based on your experience in Physical Therapy.



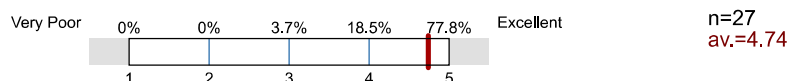
Survey Results

Please rate the following areas regarding the Department of Physical Therapy using the scale below:

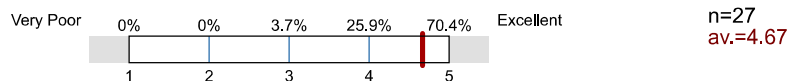
1. Mutual respect demonstrated between majors and professors in the PT department



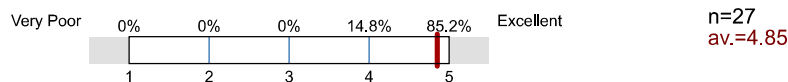
2. I would advise a friend who wants to be a physical therapist that the PT program at CSUS is



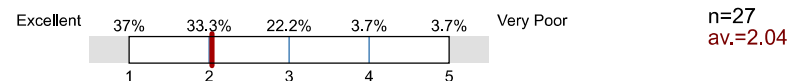
3. The quality of support and clerical staff in the PT program at CSUS is



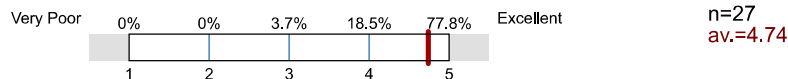
4. The contribution of clinical internship courses to your development as a physical therapist.



5. The contribution of the doctoral project process to your development as a physical therapist.



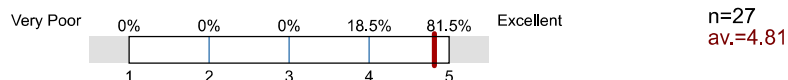
6. Overall, how would you rate your experience in the Physical Therapy program in preparing you to be a Physical Therapist?



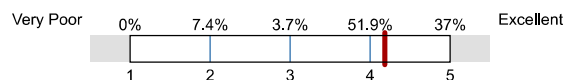
Level of preparation to:

7. Determine the needs and diagnosis of an individual by examining and evaluating factors within the following systems:

Cardiovascular

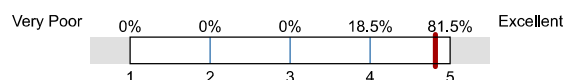


Integumentary



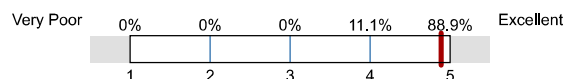
n=27
av.=4.19

Musculoskeletal



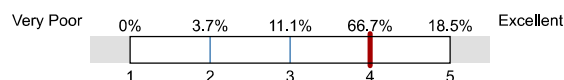
n=27
av.=4.81

Neuromuscular



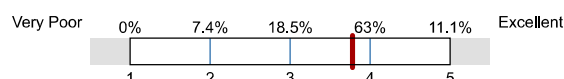
n=27
av.=4.89

Endocrine/Metabolic



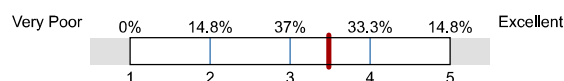
n=27
av.=4

Gastrointestinal



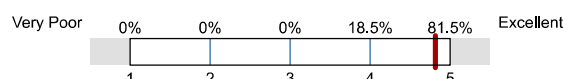
n=27
av.=3.78

Genito/urinary



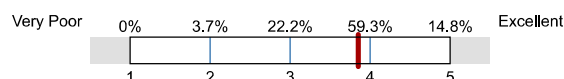
n=27
av.=3.48

Pulmonary



n=27
av.=4.81

Psychosocial

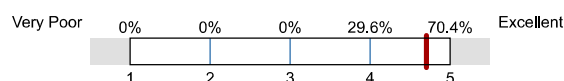


n=27
av.=3.85

Level of preparation to:

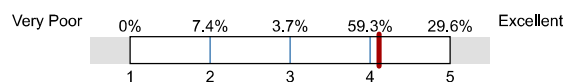
8. Implement a plan of care that demonstrates efficient and safe psychomotor skills for an individual with dysfunctions of the following systems:

Cardiovascular



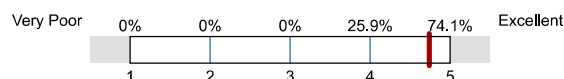
n=27
av.=4.7

Integumentary



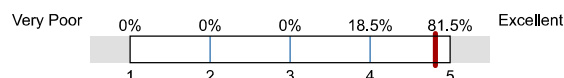
n=27
av.=4.11

Musculoskeletal



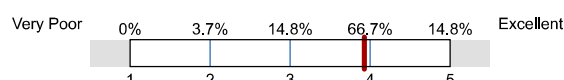
n=27
av.=4.74

Neuromuscular



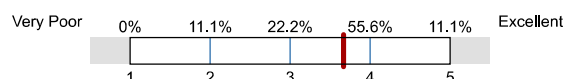
n=27
av.=4.81

Endocrine/Metabolic



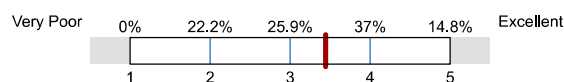
n=27
av.=3.93

Gastrointestinal

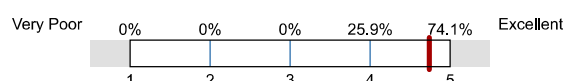


n=27
av.=3.67

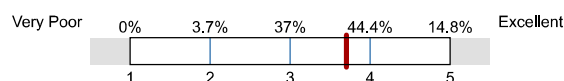
Genito/urinary

n=27
av.=3.44

Pulmonary

n=27
av.=4.74

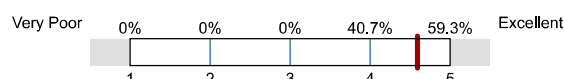
Psychosocial

n=27
av.=3.7

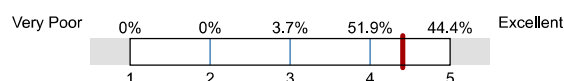
Rate your level of preparation to:

perform in the following areas based on your experience in Physical Therapy.

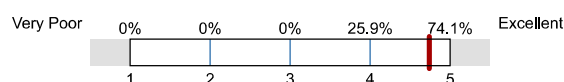
9. Recognize normal versus pathological factors that lead to impairments

n=27
av.=4.59

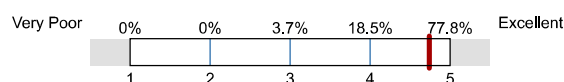
10. Determine a patient prognosis through physical therapy intervention

n=27
av.=4.41

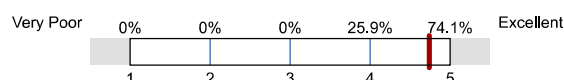
11. Develop an individualized plan of care

n=27
av.=4.74

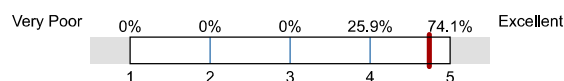
12. Demonstrate effective verbal skills

n=27
av.=4.74

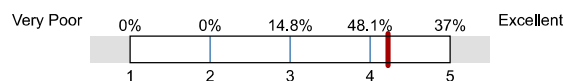
13. Demonstrate effective written communication skills

n=27
av.=4.74

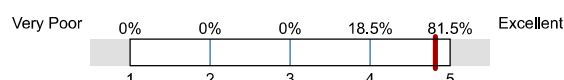
14. Recognize and demonstrate sensitivity to cultural, ethnic, economic, and psychological differences in the delivery of a clinical service

n=27
av.=4.74

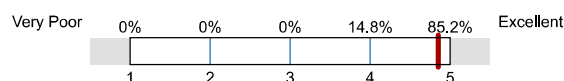
15. Plan, organize, administer and direct human and fiscal resources for patient/client management and optimal organizational operations

n=27
av.=4.22

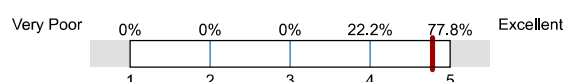
16. Participate in professional activities

n=27
av.=4.81

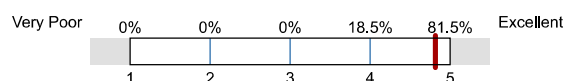
17. Evaluate physical therapy in a safe, legal, and ethical manner

n=27
av.=4.85

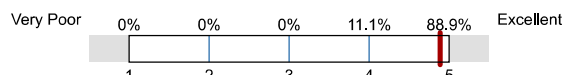
18. Evaluate clinical decisions based on the available evidence

n=27
av.=4.78

19. Evaluate the efficacy of physical therapy interventions

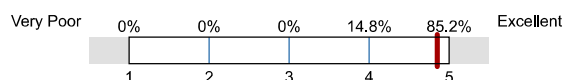
n=27
av.=4.81

20. Self-assess, self-correct, and self-direct personal and professional growth



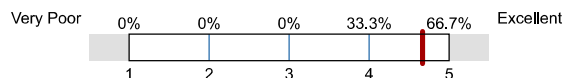
n=27
av.=4.89

21. Demonstrate professional responsibility through dependability, punctuality, and follow through with commitments



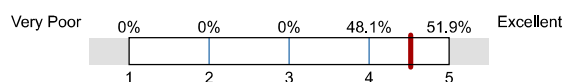
n=27
av.=4.85

22. Determine and implement an appropriate discharge plan



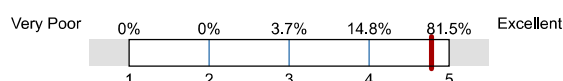
n=27
av.=4.67

23. Provide physical therapy consultative services



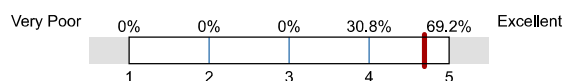
n=27
av.=4.52

24. Promote healthy behaviors through education and modelling



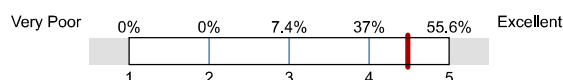
n=27
av.=4.78

25. Read, critique and interpret professional literature



n=26
av.=4.69

26. Contribute to the body of knowledge of physical therapy through clinical, basic or applied research and/or disseminate the results of research



n=27
av.=4.48

Other Details

27. What is your affiliation with the American Physical Therapy Association (APTA)? (please choose all that apply)



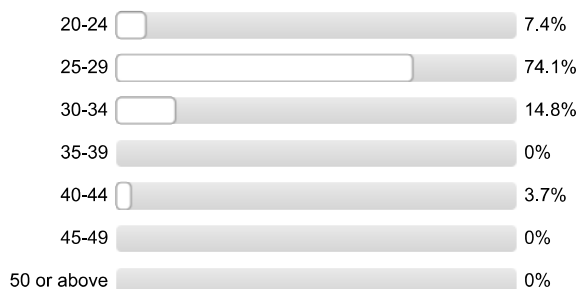
n=27

28. Have you attended any continuing education related to your practice as a physical therapist in the past year?



n=27

29. What is your age?



n=27

30. What is your gender?



n=27

Comments Report

Other Details

If 'Yes' please specify the number of courses taken:

- 4 continuing education courses online, 1 CPTA conference, 2 California student conclaves
- 5-7
- APTA and CPTA conferences.
- CPTA Conference
- CPTA Conference
- Combined Sections Meeting; CPTA Conference
- IASTM, LVAD
- IPNFA level III
- ISPI Pain Education course, CSM
- SFMA
- Seeing the world through powered mobility
- one
- 1 (3 Counts)
- 4
- 5

Suggestions - What curricular changes in the Physical Therapy program would have better prepared you for entry-level practice as a physical therapist?

Please base your answer on the academic coursework only.

- * gait training - great lab in neuro but would like more time to become better at teaching it
- * covering beginning /intermediate / advance type of therapeutic exercise per joint or condition prior to clinical rotation
- * possibly verbalizing exam findings/prognosis type of statements during ortho practicals or when asked to teach patient a HEP maybe explain progression
- - Found the pro bono clinics VERY helpful and useful
- - Patient panels (in neuro) very helpful to understand a dx/condition through the patient's eyes
- - More practice with communication between patients and families about their serious condition, or change in physical abilities
- - Therapeutic exercise class needs much improvement; I felt I was not prepared for this, instead had to learn in my clinical
- - More time spent on interventions with complex neurologic conditions (i.e. SCI, etc)
- - Improved gait analysis
 - Improvement to the therapeutic exercise I course with respect to a more well rounded approach to common musculoskeletal pathologies, such as progression of common ther ex for specific body areas, as well as regional areas.
 - Implementation of functional movement assessments, and correcting poor movement patterns
- A more hands-on and applicable Therapeutic Exercise class. Everything else was excellent.
- Basic training in pelvic floor dysfunction
- Better gait analysis and curriculum, improved therapeutic exercise class to assist with developing more creative, progressive treatment plans.
- Further information on interventions such as therapeutic exercise and more handouts/time on treating patients with stroke and SCI.
- Have a course just for gait. Improve ther-ex course; this course has a lot of busy work and presentations from classmates that do not contribute to effective learning of exercise progressions/options.
- I loved the coursework and faculty. A more cohesive ther ex class would be beneficial. I would have liked to have more curriculum on patient education and working with psychosocial issues for better prep for the clinic. I would have liked to have more information about lymphedema and lymphedema treatment. I had lymphedema work in my clinical rotation and although I had a great time learning on the job it would have been nice to know more beforehand.
- I think the gait section of our program was weak as was the therapeutic exercise class.
- Implement more gait and movement analysis into coursework through patient demonstrations or videos. It is very important to be able to recognize different deviations, why they may be present and how to address them with treatment. Improve the therapeutic exercise curriculum to increase our proficiency with developing an exercise plan of care with proper progression for patients with various conditions. The EDx elective was a great class to have and should be considered for the future. An elective for Pelvic Floor Rehab would also be very valuable.
- Incorporating clinical experiences earlier on in the PT program to allow for early application of didactic work and the formation of clinical reasoning.
 - Improvements with the therapeutic exercise/interventions course is highly recommended as this was one area I did not feel adequately prepared in.
 - Incorporating a women's health elective would be great to offer students who may have an interest in this area.
- More clinical examples and relevance. The coursework seemed to be excessively focused on outcome measures and evidence rather than relating to clinical use. I was confused for a while that these were the only methods of measurement that would be used in the clinic.
- More gait analysis
- More gait analysis instruction and practice, with a focus on strategies to correct gait abnormalities.
 - More hands-on patient handling techniques for facilitating improved mechanics during gait, especially in patients with hemiparesis.
- More practice on gait.
 - More specific progressions of exercises.
 - More focus, or different timing on post-op protocols and expected prognosis.
- More specific techniques and general post-op protocols in the Ther Ex course
- More therapeutic exercises for patients at lower levels.
- More time spent on gait and gait analysis.
 - More time spent on specific there ex, especially for higher level patients
- None
- more on pelvic floor and GI systems/endocrine systems

Please base your answer on the clinical affiliations only.

- * felt prepared for all settings
- - Flexibility with mandatory clinical settings; Every year is unpredictable in the amount of specific clinical site bids; possible suggestion to require outpatient and acute care, and then allow free choice for third rotation
- - I felt the clinicals did not need to be as long. 10 weeks is long enough to become acclimated in a setting. May be beneficial to have a short term clinical/observation for a different setting.
 - CPI is extensive and repetitive
 - The process of choosing a clinical site should be improved
- 1 additional clinical affiliation would have been helpful to have participated in a SNF or rehab setting due to my involvement in the PNF program rather than a traditional rotation.
- I felt pretty well prepared for my rotations and did enjoy my rotations. It would have been good to have a little more information on filling out the CPI in regards to what to highlight and what not to. It would have been nice to have an idea of where the clinical sites were, roughly, before seeing them for the first time right before choosing them because there were not as many in the Sacramento area as I thought there would be. It made the process of thinking about possibly needing to move for the rotation much more of a time-crunch.
- I have no feedback to provide in this realm.
- I have no suggestions for my clinical affiliations
- I wish we had a fourth clinical affiliation so we could be exposed to more types of physical therapy clinics.
- I wouldn't change the length or the requirements.
- Improved gait analysis
- Incorporate interdisciplinary education, i.e. with nursing program and/or social services, to create a more comprehensive team approach to patient care into the curriculum.
- Keep up the great work with setting up the clinical affiliations.
- More manual practice and instruction
 - More diverse caseload (based on patient population).
 - More focus on test-retest model of ortho.
- Most other programs across the country do not require students to have a clinical rotation in three different settings. It is usually only two settings. If a student knows they want to work in one setting they should be allowed to do more than one rotation in that setting. Especially with all the specialization that are out there now.
- No changes.
- None (2 Counts)
- None. I appreciate having multiple settings and having 3 12 week clinicals after we already have completed most or all of our coursework vs having one in the first year.
- Possibly having a 4th rotation to get further experience, but I know that can be difficult.
- more options

Please base your answer on the doctoral project process only.

- - Able to communicate with other professors about your project if first chair is not ready to review
- - Professors and students adhering to due dates so that you can progress to the next reader
- - The doctoral project makes us experts in a very specific subject or patient population
- - Possible suggestion to change to comprehensive exam (much like a mock-NPTE)
- I felt that the doctoral project could have been more organized and efficient. Most of the time spent on this project was wasted on formatting issues rather than actual content. Actual content was informational and valuable but the process needs some major formatting education adjustments in order to provide successful and worthwhile continuation of this project in the future.
- I honestly do not feel that the doctoral project helped me prepare to be an entry level PT. If anything it forced me to learn formatting techniques that I will never use again. I feel that the actual content portion of the project was useful and a good challenge, but the rest seemed to me to be an unnecessary headache.
- I think it was valuable but perhaps a cumulative exam would have been better.
- I would suggest a comprehensive exam in preparation of the NPTE in place of the doctoral project. All of the components of the doctoral project have already been completed by us in other evidence based projects/papers, including the project proposal, so the real doctoral project felt repetitive. Specifically, the requirements for formatting for the Office of Grad Studies felt more tedious than writing the project itself, so this wasted time could be better spent studying for and taking a practice NPTE exam(s).
- Important for strong foundation in evidence critique and outcome based treatment but would have been more beneficial to use a clinic patient rather than a pro bono patient.
- It would have been good to have more solid dates for the timeline set for the varying assignments associated within the project to make the flow of the project more cohesive.
- My readers did not seem to coordinate well with each other. They each had conflicting revisions during each round of revisions. They then brought up issues during my oral defense that none of them had ever brought up during the lengthy revision process. One of my readers was very late to give revisions and actually gave final revisions after I had already submitted my final draft to the university.
- N/A
- No changes.
- No feedback, this was pretty good.
- No suggestions. The doctoral project process, while difficult and often frustrating, was a very valuable experience in guiding my clinical judgement.
- None
- Not very beneficial. It helped with sifting through research but seemed to largely be a waste of time and a headache.
- Tedious and time consuming but well worth it.
- The doctoral project was a good learning experience and really enjoyed working with the staff in my committee. The process would be easier if we had a template set with the appropriate margins required by the office of graduate studies.
- The doctoral project was a valuable learning process in that it tied everything together. Although, the technicalities behind the project, such as formatting, were tedious and time consuming and took away from what I believe was the importance of it. Providing a universal template that is formatted the exact way that the office of graduate studies finds acceptable would be an effective solution to the problem.
- This was a helpful process to go through, no recommendations regarding the requirements. Just maybe the process could use some refinement.
- none

Lines of Evidence for Assessing Graduate Program Learning Outcomes						
Date	PLO	Direct Lines of Evidence (Example: Assignments in core courses; early writing assessment)	Indirect Lines of Evidence (Mid-course assessments; Alumni Survey)	Lead/Resources (Example: Faculty Advisors; Course Instructor; Department Chair)	Evaluation Parameters & Timeline: Examples of timeline: Admission (A); Exit (E); On-going (O); Follow up with Alumni (F); Qualification for Culminating Experience (Q)	Evaluation of each PLO based on direct lines of evidence
2016-17	SLO 1.0: Demonstrate professional physical therapist effectiveness by creating and documenting a comprehensive physical therapy patient management process, including determination of the physical therapy needs of any individual, designing a plan of care that synthesizes best available evidence and patient preferences, implementing safe and effective psychomotor interventions, and determining the efficacy of patient outcomes.	CPI aggregate data: 94.9% of students attained at or above Entry-level on the final clinical internship on the relevant criteria (CPI #: 4, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16)	Employers and Alumni Survey: Survey respondents (n=17) rated achieving program educational goals and objectives on 5-point scale (5=Excellent and 1=Very Poor). Average response rating of relevant statements was 4.18 (Items #1, 2, 3, 5, 6).	Community Advisory Committee portfolio review feedback: Annually, the committee randomly evaluates the written case report for one-third of the student portfolios. In the most recent review, the committee found that the case reports of patients with neurologic problems did not consistently contain documentation of the patient's participation restrictions. This feedback was shared with the faculty who teach neurologic rehabilitation and this segment of written case reports will be reexamined in the 2017-18 academic year	End of Program Surveys: Graduates' self-assessment of achieving program educational goals and objectives is evaluated on a 5-point scale (5=Excellent and 1=Very Poor). Acceptable performance is set at equal to or greater than 3. All respondents scored SLO 1 as equal to or greater than 3.	Licensing Examination results: The Licensing Exam Content Area results for graduates were at or above the national average in each content area.

Report Type: Student Experiences by PT CPI Rating
 Filters Used: Class of 2016, n=28, measured on final summative evaluations
 Total by Student Experiences: 54

Performance Criterion	Beginner	Interval	Adv Beginner	Interval	Intermediate	Interval	Adv Intermediate	Interval	Entry Level	Interval	Beyond Entry Level	Total
Prof Practice - Safety	0	0	0	0	0	0	0	0	3	0	0	3
Prof Practice - Professional Behavior	0	0	0	0	0	0	0	0	1	2	0	3
Prof Practice - Accountability	0	0	0	0	0	0	0	0	2	1	0	3
Prof Practice - Communication	0	0	0	0	0	0	0	0	3	0	0	3
Prof Practice - Cultural Competence	0	0	0	0	0	0	0	0	1	2	0	3
Prof Practice - Professional Development	0	0	0	0	0	0	0	0	1	2	0	3
Patient Mngmt - Clinical Reasoning	0	0	0	0	0	0	0	0	2	1	0	3
Patient Mngmt - Screening	0	0	0	0	0	0	0	0	2	1	0	3
Patient Mngmt - Examination	0	0	0	0	0	0	0	0	2	1	0	3
Patient Mngmt - Evaluation	0	0	0	0	0	0	0	0	3	0	0	3
Patient Mngmt - Diagnosis and Prognosis	0	0	0	0	0	0	0	0	2	1	0	3
Patient Mngmt - Plan of Care	0	0	0	0	0	0	0	0	2	1	0	3
Patient Mngmt - Procedural Interventions	0	0	0	0	0	0	0	0	2	1	0	3
Patient Mngmt - Educational Interventions	0	0	0	0	0	0	0	0	2	1	0	3
Patient Mngmt - Documentation	0	0	0	0	0	0	0	0	1	2	0	3
Patient Mngmt - Outcomes Assessment	0	0	0	0	0	0	0	0	3	0	0	3
Patient Mngmt - Financial Resources	0	0	0	0	0	0	0	0	2	1	0	3
Patient Mngmt - Direction and Supervision	0	0	0	0	0	0	0	0	2	1	0	3
Total	0	0	0	0	0	0	0	0	36	18	0	54
Percent at:									67%	33%		100%
Percent at or above:									100%	33%		100%

DENT LEARNING OUTCOMES & OBJECTIVES (down) and COURSES (ac	BIO 633	600	602	604	606	608	614	618	620	622	624	625	626	627	630	632	634
Student Learning Outcome 1.0: Demonstrate professional physical therapist effectiveness by creating and documenting a comprehensive physical therapy patient management process, including determination of the physical therapy needs of any individual, designing a plan of care that synthesizes best available evidence and patient preferences, implementing safe and effective psychomotor interventions, and determining the efficacy of patient outcomes.	x																
1.1 Compare & contrast normal with impaired body functions & structures	x	x		x	x	x			x		x	x		x	x	x	
1.1.1 Discuss etiology & clinical features of major disorders		x		x	x	x	x		x		x	x	x		x		x
1.1.2 Describe pathological processes & affects on normal function		x		x	x		x				x	x	x		x		x
1.1.3 Discuss common med/surg txs for major disorders		x		x	x		x				x	x	x		x		x
1.1.4 Analyze effects of pharmacological agents on human function							x				x	x	x		x	x	
1.2 Determine the PT needs of any individual seeking services	x		x	x	x	x		x	x		x	x		x		x	
1.2.1 Perform effective & efficient systems screen					x		x		x		x	x	x	x			
1.2.2 Review medical records & conduct pt interview						x			x		x	x	x			x	
1.2.3 Carry out pt examinations (tests & measures) safely & in client-centered way	x				x			x			x	x	x				
1.2.4 Determine pt's need for further exam or consult		x									x	x	x				
1.2.5 Perform PT pt exam using evidenced-based tests & measures		x			x			x			x	x	x				
1.2.6 Utilize evidence in interpreting exam findings to inform pt eval				x	x		x				x	x	x				x
1.2.7 Evaluate data from pt exam to make clinical judgments					x			x			x	x	x				
1.2.8 Synthesize data using concepts from disability/enableness construct				x			x				x	x	x				x
1.2.9 Cite evidence to support clinical decisions				x		x	x				x	x	x				x
1.2.10 Eval & interpret results of exam to classify pt problem using dx taxonomy							x	x			x	x	x				x
1.2.11 Integrate & eval data from exam to guide prognosis, POC & interventions							x	x			x	x	x				x
1.2.12 Identify & prioritize impairments to determine interventions								x			x	x	x				x
1.2.13 Refer to another PT or other provider if PT NA or beyond skills & expertise											x	x	x				x
1.2.14 Determine need for additional info & utilize search mechanisms to find						x	x	x			x	x	x	x			x
1.2.15 Adapt PT considering pt differences, values, preferences & needs						x		x			x	x	x				x
1.2.16 Apply components of clinical judgment & pt values in pt management						x		x			x	x	x				x
1.3 Develop POC on best evidence that considers pt & environmental factors					x			x	x		x	x		x		x	
1.3.1 Prioritize problems considering pt needs within constraints of resources					x						x	x	x				x
1.3.2 Write measurable, functional goals--time referenced with expected outcomes					x				x		x	x	x				
1.3.3 Determine pt prognosis by predicting improvement & amount of time to achieve					x				x		x	x	x				
1.3.4 Recognize barriers that may impact care				x							x	x	x	x		x	
1.3.5 Select essential, safe, pt-centered, & adequate txs to meet goals & outcomes											x	x	x				
1.3.6 Identify & collaborate with others in implementing POC											x	x	x				
1.3.7 Articulate rationale for referrals to other providers											x	x	x				
1.3.8 Progress POC making ongoing adjustments to txs											x	x	x			x	
1.3.9 Include coordination of care, pt/family ed, modifying enviro & referral to others											x	x	x				
1.3.10 Seek & find info using tech that addresses pt POC											x	x	x	x		x	
1.3.11 Identify pt needs re DC planning, discontinuation, or transfer of care											x	x	x				
1.4 Implement PT POC to restore &/or maintain function & apply safe & effective skills				x	x				x		x	x	x	x			
1.4.1 Perform efficient & effective interventions using evidence-informed procedures									x		x	x	x				
1.4.2 Modify interventions based on pt/client's response to interventions									x		x	x	x				
1.4.3 Instruct to facilitate progress, maintenance, or slow deterioration									x		x	x	x	x			
1.4.4 Assess progress towards goals/outcomes									x		x	x	x				
1.4.5 Coordinate care with other providers											x	x	x	x			
1.5 Demonstrate effective verbal & written communication skills					x	x			x		x	x	x	x			
1.5.1 Determine documentation consistent with standards & fiscal needs & tx setting						x			x		x	x	x				
1.5.2 Produce timely documentation to support delivery of PT						x			x		x	x	x				
1.5.3 Demonstrate documentation consistent with current <i>Guide</i> language					x	x			x		x	x	x				
1.5.4 Communicate with other providers involved with pt/client management					x		x		x		x	x	x				
1.6 Utilize data from outcome measures to document intervention effectiveness											x	x	x				
1.6.1 Select measures considering their psychometric properties											x	x					
1.6.2 Collect evidence-based outcome measures that relate to pt goals & PLF											x	x					
1.6.3 Describe aggregate data analysis to assess clinical interventions					x						x	x					
1.7 Determine DC, discontinuation of care or transfer of care plans											x	x	x				
1.7.1 Re-examine to determine if PT still indicated											x	x	x				
1.7.2 When PT goals met, other services needed, seek & identify alternatives											x	x	x				
1.7.3 Determine resources to ensure timely DC & follow-up care											x	x	x				
1.7.4 Discontinue care when PT no longer indicated											x	x	x				
Student Learning Outcome 2.0: Demonstrate the ability to plan, organize, administer, direct, and supervise human and fiscal resources for physical therapy practice management, and to communicate effectively with patients, families, other health care professionals and the public.																	
2.1 Provide consultation to identify problems, solutions, outcomes, or products						x			x		x	x	x	x			

2.2 Engage in ed to individuals or groups using relevant teaching methods		x				x	x		x		x	x		x			
2.2.1 Promote health behaviors through ed & modeling				x			x		x		x	x		x			x
2.2.2 Apply ed concepts to practice of PT				x					x		x	x		x			x
2.2.3 Educate others about roles & responsibilities of PTs, ed, & scope of practice			x			x					x	x		x			x
2.2.4 Present issues using current evidence & sound teaching principles			x			x			x		x	x		x			x
2.3 Demonstrate ability to plan, direct & administer human & fiscal resources fo PT						x					x			x			
2.3.1 Billing & reimbursement											x			x			
2.3.2 Electronic medical records documentation											x	x		x			
2.3.3 Contemporary electronic communication			x											x			
2.3.4 Direction & supervision of support personnel											x			x			
2.3.5 Pt rights, consent, confidentiality & HIPPA											x	x		x			
Student Learning Outcome 3.0: Demonstrate professional behaviors by reflecting on personal and professional development, and by integrating cultural, ethnic, age, economic, and psychosocial considerations in the communication and delivery of clinical services.		x	x		x				x	x							
3.1 Recognize cultural, ethnic, age, economic & psychosocial differences						x			x	x			x		x	x	x
3.1.1 Practice cultural competence with all individuals & groups				x		x	x		x		x	x		x		x	x
3.1.2 Work effectively with challenging pts											x	x		x			x
3.1.3 Respect personal space of pt/clients & others			x		x	x		x			x	x		x		x	x
3.1.4 Demonstrate non-judgmental behaviours re pt/clients' lifestyles			x		x	x		x			x	x		x		x	x
3.1.5 Respect roles of support staff & delegate appropriately			x			x					x			x		x	x
3.2 Communicate effectively for varied audiences & purposes						x			x	x			x		x		x
3.2.1 Demonstrate effective interpersonal communication skills considering diversity			x		x	x	x	x			x	x		x		x	x
3.2.2 Facilitate therapeutic communication & interpersonal skills			x		x	x	x	x			x	x		x		x	x
3.2.3 Discuss difficult issues with sensitivity & objectivity			x		x	x	x				x	x		x		x	x
3.2.4 Utilize communication tech efficiently, effectively & professionally			x			x	x				x	x		x		x	x
3.2.5 Respect roles of support staff & communicate appropriately			x			x	x				x			x		x	x
3.3 Participate in professional activities that serve community & advance PT					x							x		x			
3.3.1 Participate in community service activities											x	x		x			
3.3.2 Recognize importance of participation in professional association activities			x			x					x	x		x			x
3.3.3 Recognize role as a member & leader of health care team			x		x	x					x	x		x			x
3.3.4 Promote participation in clinical education			x		x	x					x			x			x
3.4 Recognize need for personal & professional development						x			x					x			
3.4.1 Participate in self-assess to improve clinical & professional performance			x		x	x	x				x	x		x			x
3.4.2 Welcome & seek new learning opportunities			x			x					x	x		x			x
3.4.3 Assume responsibility for professional lifelong learning			x			x					x	x		x			x
3.4.4 Accept responsibility & demonstrate accountability for professional decisions					x	x	x				x	x		x			x
3.4.5 Recognize biases & suspend judgments based on biases			x			x	x				x	x		x			x
3.5 Demonstrate entry-level generic abilities, including			x	x		x	x		x	x	x			x		x	x
3.5.1 Accountability			x	x	x	x	x		x	x	x	x		x		x	x
3.5.2 Recognition of one's own limits					x		x		x			x		x		x	x
3.5.3 Effective use of constructive feedback			x	x	x	x	x		x	x	x	x		x		x	x
3.5.4 Effective use of time & resources			x	x	x	x	x		x	x	x	x		x		x	x
3.5.5 Demonstrate integrity, compassion & courage					x		x				x	x		x		x	x
Student Learning Outcome 4.0: Practice in an ethical and legal manner through the consistent integration of sound decision-making with respect to established ethical, legal and professional standards.																	
4.1 Practice PT consistent with established legal & professional standards			x			x			x	x				x	x		x
4.1.1 Demonstrate awareness of & adherence to state licensure regulations											x	x		x			x
4.1.2 Practice within all all regulatory & legal requirements											x	x		x			x
4.1.3 Demonstrate the ability to search & find info about laws & regulations						x					x			x			x
4.1.4 Demonstrate accountability by adhering to laws & regulations re: fiscal management											x	x		x			x
4.2 Practice consistent with professional code of ethics			x			x			x	x				x	x		x
4.2.1 Demonstrate knowledge & application of ethical decision-making						x					x	x		x			x
4.2.2 Treat pts/clients within scope of practice, expertise, & experience						x					x	x		x			x
4.2.3 Seek informed consent from pts/clients						x					x			x			x
Student Learning Outcome 5.0: Demonstrate the critical evaluation, interpretation and application of the scientific and professional literature to inform independent judgments and clinical decision-making, research and education.						x											
5.1 Apply principles of statistics & research methods within practice			x	x	x				x	x	x	x		x	x		x
5.1.1 Formulate & reevaluate positions based on best evidence			x	x	x				x	x				x	x		x
5.1.2 Evaluate efficacy & efficiency of PT interventions			x	x	x				x	x				x	x		x
5.1.3 Critically evaluate & interpret scientific & professional lit as it pertains to PT prac			x	x	x	x	x		x	x				x	x		x
5.1.4 Utilize contemporary technology to access evidence					x	x	x				x	x		x	x		x
5.2 Contribute to the body of knowledge of PT											x				x		
5.2.1 Participate in, plan, &/or conduct clinical, basic, or applied research											x						
5.2.2 Disseminate the results of scholarly activities											x				x		

636	638	640	644	645	646	648	660A	660B	660C	660D	660E	660F	660G	662	663	664	665		668	669	680	690	695A	695B	695C
X	X	X	X	X	X					X			X	X	X	X	X		X		X	X	X	X	X
X	X	X	X	X	X					X	X	X		X	X	X	X		X		X	X	X	X	X
X		X	X	X	X					X	X	X		X	X	X	X		X		X	X	X	X	X
X	X	X	X	X	X					X	X	X		X	X	X	X		X		X				
X	X	X	X	X	X					X	X	X	X	X	X	X	X				X	X	X	X	X
X		X	X	X	X					X			X	X	X	X	X		X						
		X	X	X	X					X	X	X	X	X	X	X	X				X	X	X	X	X
X		X	X	X	X					X	X	X		X	X	X	X				X	X	X	X	X
		X	X	X	X					X	X	X	X	X	X	X	X				X	X	X	X	X
		X	X	X	X					X	X	X	X	X	X	X	X				X	X	X	X	X
		X	X	X	X					X	X	X	X	X	X	X	X				X	X	X	X	X
		X	X	X	X					X	X	X	X	X	X	X	X				X	X	X	X	X
		X	X	X	X					X	X	X	X	X	X	X	X				X	X	X	X	X
		X	X	X	X					X	X	X	X	X	X	X	X				X	X	X	X	X
		X	X	X	X					X	X	X	X	X	X	X	X				X	X	X	X	X
		X	X	X	X					X	X	X	X	X	X	X	X				X	X	X	X	X
		X	X	X	X					X	X	X	X	X	X	X	X				X	X	X	X	X
		X	X	X	X					X	X	X	X	X	X	X	X				X	X	X	X	X
		X	X	X	X					X	X	X	X	X	X	X	X				X	X	X	X	X
		X	X	X	X					X	X	X	X	X	X	X	X				X	X	X	X	X
		X	X	X	X					X	X	X	X	X	X	X	X				X	X	X	X	X
		X	X	X	X					X	X	X	X	X	X	X	X				X	X	X	X	X
		X	X	X	X					X	X	X	X	X	X	X	X				X	X	X	X	X
		X	X	X	X					X	X	X	X	X	X	X	X				X	X	X	X	X
		X	X	X	X					X	X	X	X	X	X	X	X				X	X	X	X	X
		X	X	X	X					X	X	X	X	X	X	X	X				X	X	X	X	X
		X	X	X	X					X	X	X	X	X	X	X	X				X	X	X	X	X
		X	X	X	X					X	X	X	X	X	X	X	X				X	X	X	X	X
		X	X	X	X					X	X	X	X	X	X	X	X				X	X	X	X	X
		X	X	X	X					X	X	X	X	X	X	X	X				X	X	X	X	X
		X	X	X	X					X	X	X	X	X	X	X	X				X	X	X	X	X
		X	X	X	X					X	X	X	X	X	X	X	X				X	X	X	X	X
		X	X	X	X					X	X	X	X	X	X	X	X				X	X	X	X	X
		X	X	X	X					X	X	X	X	X	X	X	X				X	X	X	X	X
		X	X	X	X					X	X	X	X	X	X	X	X				X	X	X	X	X
		X	X	X	X					X	X	X	X	X	X	X	X				X	X	X	X	X
		X	X	X	X					X	X	X	X	X	X	X	X				X	X	X	X	X
		X	X	X	X					X	X	X	X	X	X	X	X				X	X	X	X	X
		X	X	X	X					X	X	X	X	X	X	X	X				X	X	X	X	X
		X	X	X	X					X	X	X	X	X	X	X	X				X	X	X	X	X
		X	X	X	X					X	X	X	X	X	X	X	X				X	X	X	X	X
		X	X	X	X					X	X	X	X	X	X	X	X				X	X	X	X	X
		X	X	X	X					X	X	X	X	X	X	X	X				X	X	X	X	X
		X	X	X	X					X	X	X	X	X	X	X	X				X	X	X	X	X
		X	X	X	X					X	X	X	X	X	X	X	X				X	X	X	X	X
		X	X	X	X					X	X	X	X	X	X	X	X				X	X	X	X	X
		X	X	X	X					X	X	X	X	X	X	X	X				X	X	X	X	X
		X	X	X	X					X	X	X	X	X	X	X	X				X	X	X	X	X
		X	X	X	X					X	X	X	X	X	X	X	X				X	X	X	X	X
		X	X	X	X					X	X	X	X	X	X	X	X				X	X	X	X	X
		X	X	X	X					X	X	X	X	X	X	X	X				X	X	X	X	X
		X	X	X	X					X	X	X	X	X	X	X	X				X	X	X	X	X
		X	X	X	X					X	X	X	X	X	X	X	X				X	X	X	X	X
		X	X	X	X					X	X	X	X	X	X	X	X				X	X	X	X	X
		X	X	X	X					X	X	X	X	X	X	X	X				X	X	X	X	X
		X	X	X	X					X	X	X	X	X	X	X	X				X	X	X	X	X
		X	X	X	X					X	X	X	X	X	X	X	X				X	X	X	X	X
		X	X	X	X					X	X	X	X	X	X	X	X				X	X	X	X	X
		X	X	X	X					X	X	X	X	X	X	X	X				X	X	X	X	X
		X	X	X	X					X	X	X	X	X	X	X	X				X	X	X	X	X
		X	X	X	X					X	X	X	X	X	X	X	X				X	X	X	X	X
		X	X	X	X					X	X	X	X	X	X	X	X				X	X	X	X	X
		X	X	X	X					X	X	X	X	X	X	X	X				X	X	X	X	X
		X	X	X	X					X	X	X	X	X	X	X	X				X	X	X	X	X
		X	X	X	X					X	X	X	X	X	X	X	X				X	X	X	X	X
		X	X	X	X					X	X	X	X	X	X	X	X				X	X	X	X	X
		X	X	X	X					X	X	X	X	X	X	X	X				X	X	X	X	X
		X	X	X	X					X	X	X	X	X	X	X	X				X	X	X	X	X
		X	X	X	X					X	X	X	X	X	X	X	X				X	X	X	X	X
		X	X	X	X					X	X	X	X	X	X	X	X				X	X	X	X	X
		X	X	X	X					X	X	X	X	X	X	X	X				X	X	X	X	X
		X	X	X	X					X	X	X	X	X	X	X	X				X	X	X	X	X
		X	X	X	X					X	X	X	X	X	X	X	X				X	X	X	X	X
		X	X	X	X					X	X	X	X	X	X	X	X				X	X	X	X	X
		X	X	X	X					X	X	X	X	X	X	X	X				X	X	X	X	X
		X	X	X	X					X	X	X	X	X	X	X	X				X	X	X	X	X
		X	X	X	X					X	X	X	X	X	X	X	X				X	X	X	X	X
		X	X	X	X					X	X	X	X	X	X	X	X				X	X	X	X	X
		X	X	X	X					X	X	X	X	X	X	X	X				X	X	X	X	X
		X	X	X	X					X	X	X	X	X	X	X	X				X	X	X	X	X
		X	X	X	X					X	X	X	X	X	X	X	X				X	X	X	X	X
		X	X	X	X					X	X	X	X	X	X	X	X				X	X	X	X	X
		X	X	X	X					X	X	X	X	X	X	X	X				X	X	X	X	X
		X	X	X	X					X	X	X	X	X	X	X	X				X	X	X	X	X
		X	X	X	X					X	X	X	X	X	X	X	X				X	X	X	X	X
		X	X	X	X					X	X	X	X	X	X	X	X				X	X	X	X	X
		X	X	X	X					X	X	X	X	X	X	X	X				X	X	X	X	X
		X	X	X	X					X	X	X	X	X	X	X	X				X	X	X	X	X
		X	X	X	X					X	X	X	X	X	X	X	X				X	X	X	X	X
		X	X	X	X					X	X	X	X	X	X	X	X				X	X	X	X	X
		X	X	X	X					X	X	X	X	X	X	X	X				X	X	X	X	X
		X	X	X	X					X	X	X	X	X	X	X	X				X	X	X	X	X
		X	X	X	X					X	X	X	X	X	X	X	X				X	X	X	X	X
		X	X	X	X					X	X	X	X	X	X	X	X				X	X	X	X	X
		X	X	X	X					X	X	X	X	X	X	X	X				X	X	X	X	X
		X	X	X	X					X	X	X	X	X	X	X	X				X	X	X	X	X
		X	X	X	X					X	X														

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