Degree: Doctor of Physical Therapy

Major/Option: Physical Therapy

Submitted by: Meryl R. Gersh, PT, PhD, Chair

Date: October 1, 2013

Programmatic SLO Assessment Report

1. Student Learning Outcome(s) assessed
   SLO #4: Graduates serve individuals, organizations and the community as consultants in physical therapy and other health care roles.

2. Strategy or method(s) of measurement
   Mailed and on-line survey of Class of 2012 and Classes of 2007 and 2008
   Annual exit survey of graduates
   Anecdotal evidence from local, state, and regional physical therapy communities
   Physical Therapy Association of Washington reports on website www.ptwa.or
   Data from DPT Program Clinical Education records and Director of Clinical Education

3. Observations gathered from data
   Graduates of the EWU DPT program (and the BSPT and MPT programs in years past) fulfill a broad base of professional roles as clinical physical therapists and consultants, community leaders in health care initiatives, leaders in professional organizations, clinical educators for local, regional, and state physical therapy and physical therapist assistant students, lecturers and adjunct faculty for the Doctor of Physical Therapy program, and members of the EWU DPT Clinical Education Advisory Board. Examples of activities:
   • 1 graduate is Director of Rehabilitation Services for Gentiva Health Services: facilitates organization and implementation of community health fairs for older adults and consults with Spokane Regional Health District in annual Fall Prevention Workshop and Interprofessional Fall Prevention Coalition
   • Two graduates currently serve on the Board of Directors of the Physical Therapy Association of Washington (Classes of 2005 and 2006)
   • Three graduates (Classes of 1992, 2005, and 2012) are among 8 candidates for 6 positions to serve as delegates from Washington State to the American Physical Therapy Association House of Delegates in June 2014.
   • 11/22 members of the EWU DPT Clinical Education Advisory Committee are EWU Physical Therapy program graduates.
   • Approximately 50% of the local and regional clinical educators for current DPT students are graduates of the program.
   • 3 graduates serve as adjunct faculty for the DPT Program in their areas of clinical expertise, in classroom and laboratory classes
   • 1 graduate (Class of 2007) is a lecturer in the DPT program
• 1 graduate (Class of 1992) is a faculty member in the Spokane Falls Community College Physical Therapist Assistant Program
• For the first time, a graduate of the program has applied and been accepted to the PhD program in Neurosciences at Washington State University, Pullman, WA. She plans to pursue clinical research with patients who sustain central nervous system impairment. She is the first physical therapist to have been accepted to that program.

4. **Actions recommended based on observations**
• Continue to incorporate opportunities for DPT students to participate in community health initiatives and service learning activities
• Support students in involvement and attendance at professional meetings and conferences (This is the 4th year that the entire second year class will attend the Combined Sections Meeting, the largest annual national research and education meeting of the American Physical Therapy Association. Support in the form of travel grants, and well as vigorous student fund-raising activities support this endeavor. Students who participate in this single activity become engaged in their professional activities and associations early in their careers, and many become future leaders in the profession).
• Encourage faculty to continue participation in professional association and leadership activities as role models
• Include and expand curricular exposure to the professional persona and responsibility of physical therapists by introducing the role of the professional organization and the physical therapy board of the Washington State Department of Health.
• Encourage and support students’ presentation of research at local, regional and national meetings (10 student presentations are scheduled for the CSM Meeting of the APTA in February 2014)

5. **Plan and timetable for taking action**
• The curriculum is reviewed every year in September, based upon outcomes of an exit survey completed by new graduates the previous June. Based upon this review, we will continue to include curricular content in the Health Care Systems courses and Physical Therapy Practice Seminar courses regarding professional roles, obligations of health care professionals for community engagement, consultation, and service.
• Emphasize the role and enactment of pro bono care as a component of distributive social justice through service and service learning opportunities in Health Care Systems II.
• Grow opportunities for interprofessional service learning projects locally and globally. Continue to coordinate with WSU School of Nursing for DPT student participation in Peru initiative. (June 2014)
  Develop opportunity with WSU/EWU Communications Disorders Program for interprofessional service learning health mission in Guatemala. (August 2014)

6. **Overall evaluation of progress on outcome**

Upon and beyond graduation from the EWU Physical Therapist Education Program, graduates serve individuals, organizations and the community as consultants in physical therapy and other health care roles. The above evidence demonstrates this across multiple
classes (1992 – 2012) and across the Program as it has evolved from the Bachelor’s Degree, to the Master of Physical Therapy, and ultimately to the present day Doctor of Physical Therapy degree.

~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~

**SLO(s) assessed for AY 2011-12:**

**SLO #6:** Practice physical therapy incorporating scientific knowledge and critical analysis: Graduates determine the need for a physical therapy examination or referral to other health care professionals; establish a physical therapy diagnosis; design and manage an appropriate plan of care including discharge planning; incorporate clinical reasoning in practice; engage in practice consistent with current standards of care.

Graduates apply principles of the scientific method to critically analyze professional literature and incorporate scientific knowledge and critical analysis into professional practice.

**Briefly describe what action has been taken to “close the loop” on findings from the AY 2011-12 report:**

We have continued to evaluate the DPT curriculum as a faculty and via the curriculum committee on an ongoing basis to assure that current, evidence-based foundational principles and practice are being provided to students in the DPT program, and that students are held accountable for the mastery of these concepts and practices prior to and upon graduation.

The open-ended descriptive exit survey of the Class of 2013 (returned by 37/43 graduates) indicated that 36/37 felt very well prepared in the foundational sciences (anatomy, biomechanics, physiology, and neuroscience) to apply these basic sciences to clinical practice. Graduates identified their strengths in the areas of clinical science systems (physical therapy examination, evaluation, treatment, referral, and ongoing assessment). They felt very well prepared in the areas of communications, professionalism, client education, and clinical reasoning as well.

A preliminary report (July 2013) from the Federation of State Boards of Physical Therapy indicated that graduates’ (Class of 2013) performance on the National Physical Therapy Examination (Boards) mean scores exceeded performance of the Classes of 2011 and 2012, and exceeded the mean scores of DPT graduates in Washington State and nationally.

The Department of Physical Therapy will consult with the Assessment and Alumni components at Eastern Washington University to develop strategies to improve implementation and rate of return of surveys (mailed and/or on-line) of graduates at one year and five years following graduation.