

# Doctor of Physical Therapy Academic Assessment Plan

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*University of  
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*Institutional  
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*Continuous Quality  
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# Academic Assessment Plan for Doctor of Physical Therapy

College of Public Health and Health Professions

## A. Mission

The mission of the University of Florida has as its defining and distinguishing characteristics teaching, research and scholarship, and service. These three elements encompass all of the university's academic disciplines from medicine to liberal arts. The mission of the College is to preserve, promote, and improve the health and well being of populations, communities, and individuals. Collaboration among public health and the health professions in the three areas defined by the University is seen as an integral part of the College mission.

The mission of the Department of Physical Therapy is to advance rehabilitation practice and science. This is accomplished through education and mentorship, basic and clinical research and service to the profession and communities. The mission of the Doctor of Physical Therapy (DPT) program is to prepare students that embrace evidence based physical therapy practice, meet the multifaceted health needs of patients, consumers, and society, and participate in professional and community service. To fulfill this mission we create a stimulating and collaborative environment that promotes education, research, service and leadership.

## B. Student Learning Outcomes and Assessment Measures

SLO Type	Student Learning Outcome	Assessment Method	Degree Delivery
Knowledge	1. Demonstrate competency in evidence-based practice.	Student performance on poster presentation/paper in final Evidence Based Course  Student performance Clinical Performance Instrument (CPI) Applicable skill(s)	On campus
Skills	2. Demonstrate competency in communication by expressively and receptively communicating in a culturally competent manner with patients/clients, family members, caregivers, practitioners, interdisciplinary team members, consumers, payers, and policymakers.	Performance on comprehensive exam administered yearly  Student performance Clinical Performance Instrument (CPI) Applicable skill(s)	On campus
Skills	3. Demonstrate competency in the practice of cultural competence by identifying, respecting, and acting with consideration for patients'/clients' differences, values, preferences, and expressed needs in all professional activities.	Student performance Clinical Performance Instrument (CPI) Applicable skill(s)	On campus
Skills	4. Develop competency in clinical reasoning ability.	Student performance on multiple case studies incorporated into several of the DPT classes. These are assessed using a common rubric.  Student performance Clinical Performance Instrument (CPI) Applicable skill(s)	On Campus
Skills	5. Demonstrate effective education of others using culturally appropriate teaching methods that are commensurate with the	Student performance on comprehensive exam administered yearly  Student performance Clinical Performance Instrument (CPI)	On Campus

	needs of the learner.	Applicable skill(s)	
Professional Behavior	6. Demonstrate social responsibility and advocacy.	D-Performance on service project presented in final semester. D-Student performance Clinical Performance Instrument (CPI) Applicable skill(s)	On Campus
Skills AND Professional Behavior	7. Demonstrate competency to practice physical therapy.	D-Student performance on comprehensive exam administered yearly.  D-Student performance Clinical Performance Instrument (CPI) Applicable skill(s)  I-Performance on National Physical Therapy Exam (NPTE)	On campus

### C. Research

The Doctor of Physical Therapy is a professional degree. As a result the students are not required to complete individual research projects, but do complete a case report or case series project. These projects are completed in collaboration with a physical therapy faculty member with content and scientific writing expertise. Students formulate their own clinical questions and hypotheses, and collect de-identified clinical data during their clinical education affiliations and then analyze these data in the final class (PHT 6609: Evidence Based Practice III). In this class students complete a scientific paper that meets the submission requirements for our profession’s peer review journal (*Physical Therapy*) and create a poster that conforms to submission requirements for our profession’s annual meeting (American Physical Therapy Association Combined Sections Meeting).

## D. Assessment Timeline

Program Doctor of Physical Therapy (DPT)  
College of Public Health and Health Professions

Assessment SLOs	Assessment 1	Assessment 2	Assessment 3	Assessment 4	Assessment 5	Assessment 6
<b>Knowledge</b>	Research paper, poster, and presentation	Clinical Performance Instrument Sub-skill (see below)	Comprehensive Exam – Administered Semester 3 & 6	Case Studies Graded with Rubric	Service learning project/final presentation	NPTE National Physical Therapy Exam
#1 Evidence based practice	End of Semester 8/Year 3	CPI skill 6,7 Year 2/Year 3				
<b>Skills</b>						
#2 Communication		CPI skill 4 Year 2/Year 3	Year 2 Year 3			
#3 Cultural Competency		CPI skill 5 Year 2/Year 3				
#4 Clinical Reasoning		CPI skill 4 Year 2/Year 3		Year 1 Year 2		
#5 Education of others		CPI skill 14 Year 2/Year 3	Year 2 Year 3	Year 1 Year 2		
#6 Social responsibility and advocacy		CPI skills 2,3,17 Year 2/Year 3			End of Semester 8/Year 3	
Professional Behavior						
#7 Competency to practice physical therapy inclusive of professional behavior.		CPI skills 2 and 1-19 Year 2/Year 3		Year 1 Year 2		Practice exam Semester 8/Year 3 Exam post graduation

## E. Assessment Cycle

Assessment Cycle for:  
Program Doctor of Physical Therapy  
College of Public Health and Health Professions

Analysis and Interpretation: June  
Program Modifications: Completed by Summer A  
Dissemination: Completed by Summer B

SLOs	Year	10-11	11-12	12-13	13-14	14-15	15-16
<b>Content Knowledge</b>							
#1		X	X	X	X	X	X
<b>Skills</b>							
#2		X	X	X	X	X	X
#3		X	X	X	X	X	X
#4		X	X	X	X	X	X
#5		X	X	X	X	X	X
#6		X	X	X	X	X	X
<b>Professional Behavior</b>							
#7		X	X	X	X	X	X

## F. Measurement Tools

### Indirect Assessments

We are required by the Commission on Accreditation in Physical Therapy Education (CAPTE) to evaluate our program yearly gathering and analyzing data including indirect measures such as admission, enrollment and application means, graduation and retention rates, and employment placement.

CAPTE also requires a survey of graduating students (yearly), alumni, and employers. Graduated students rate their perceived competence in meeting healthcare and academic objectives on five point scale ranging from 1 (strongly disagree) to 5 (strongly agree). Average scores of 3 (Agree) or better are expected.

CAPTE evaluates all performance data listed above and student performance on the NPTE exam (below) every year.

### Direct Assessment Measures

Evidence-based Research Evaluation Paper and Poster – student performance on scientific paper and poster presentation. Each student must achieve an equivalent of 80% competency.

American Physical Therapy Association (APTA) Clinical Performance Instrument (CPI) for students— national evaluation process for student performance on clinical rotations. Each student must meet a 100% competency for safety, 90% competency for skills related to professional behavior (Professional Behavior/Accountability), and a minimum of 80% competency on the remaining 17 skills.

Comprehensive skills examination- administered at the end of Year 1 (semester 3) and the end of Year 2 (semester 5). Each student must achieve a score equivalent to 80% competency.

Case studies emphasizing critical thinking (administered in several courses to include PHT 6189C: Examination/Evaluation, PHT 6186C: Motor Control I, PHT 6761C: Neurorehabilitation I, and PHT 6190C: Motor Control II). Each student must achieve a minimum score of 80% competency. Rubric attached.

Service learning project/presentation. Each student must achieve an equivalent of 80% competency.

Performance on the National Physical Therapy Examination (NPTE). To remain accredited CAPTE requires 80% of first time test takers to pass the exam.

### Procedures

Faculty members from the DPT program meet yearly in the summer semester to review the curriculum and student performance. At this meeting the Program Director and Curriculum Coordinator present summary data from the measures listed above, and action plan for any concerns is formed by the faculty group, including the formation of committees and task forces with specific charges to complete the action plan. Improvements are implemented by faculty and staff as warranted by the action plan.

## G. Assessment Oversight

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Steven Z. George	PT	<a href="mailto:szgeorge@php.ufl.edu">szgeorge@php.ufl.edu</a>	273-6432
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**Case study Rubric – can use one or several of criteria.\* (Taken from Bismarck critical thinking rubric)**

Think Critically	Level 4 – 90-100%	Level 3- 80%-89%	Level 2-70%-79%	Level 1 – 60% -69%
1. Analyze and interpret results or outcomes of evidence and draw reasonable conclusions from the analysis and application to the case study	Clearly and precisely analyzes and interprets evidence, statements, graphs, questions and draws insightful, warranted and reasonable conclusions.	Competently analyzes and interprets evidence, statements, graphs, questions and draws warranted and reasonable conclusions.	Competently analyzes and interprets some evidence, statements, graphs, questions and draws few warranted and reasonable conclusions.	Fails to analyze or interpret evidence, statements, graphs, questions. Draws unwarranted or fallacious conclusions. Uses these conclusions in arguments
2. Provide reasoned support for beliefs or ideas (in application to case study)	Infers and reasons from clearly stated premises to implications and consequences. Clearly justifies results and procedures. Clearly explains assumptions and reasoning.	Uses evidence and inference to reason competently. Justifies some results/procedures. Explains some assumptions/reasoning.	Inconsistently uses evidence and inference to reason competently. Justifies few results/procedures. Explains few assumptions/reasoning.	Infrequently uses evidence and inference to reason competently. Does not justify results/procedures. Does not explain assumptions/reasoning.
3. Analyze content, discover meaning or significance, draw conclusions, make assessment (in application to case study)	Fair-mindedly follows where evidence and reasoning lead. Thoroughly analyzes content and examines relevant evidence. Draws insightful conclusions.	Follows where most of evidence and reasoning lead. Infers some meaning and/or significance. Makes a fair assessment.	Has difficulty considering theories or perspectives other than those based on self-interest, regardless of content or evidence. Makes an unclear assessment.	Ignores theories or perspectives others than self. Fails to state any meaning or significance. Fails to make assessment.
4. Draw conclusions based on outcomes (regarding case study)	Anticipates and allows for likely objections, results, and consequences of the solutions.	Anticipates and allows for obvious objections, results, and consequences of the solutions.	Partially anticipates and allows for likely objections, results, and consequences of the solutions.	Fails to anticipate or allow for likely objections, results, and consequences of the solutions.