


Program Goal Map
Course alignment to the program goals
As of 2014-2015

| Program: Physical Therapy Assistant (A.A.S.) | | | | | | |
|---|---|---|---|--|------------------------------|------------------------------|
| Program Goals <i>A goal of this program is to...</i>  | ...Teach students how to safely administer, document and bill treatment interventions | ... Teach students how to accurately perform tests and measures | ...Develop effective verbal, nonverbal and written communication skills | ...Provide students with opportunities to participate in activities to promote the profession, to promote social responsibility and the professional culture of continuing education. | Meets General Ed Requirement | Meets Graduation Requirement |
| ILO Reference To which ILO(s) do the PLO(s) link? | A B C | A B C | A B D | D | | |
| Program Learning Outcomes <i>Successful graduates from this program will be able to...</i> | ...utilize a knowledge base and scientific principles to effectively implement a physical therapist's plan of care. | ...participate in assessment activities. | ... utilize effective communication skills | ...display professional behaviors in the clinical setting | | |
| Assessment Tools | 1. Every lab course in this program utilizes practical examinations and competencies with associated rubrics assessing patient orientation, professionalism, safety, technique and documentation 2. Locally devised multiple choice quizzes, unit tests and examinations that include anatomy, implementation, problem solving, critical thinking questions 3. 100% of program graduates will have a variety of clinical experiences 4. Each clinical fieldwork assesses technical competence in intervention and data collection, time management skills, safety, communication, documentation, professional behaviors, interpersonal skills, problem solving, cultural competence, lifelong learning using the CPI and associated rubric to determine entry level competency. 5. This program is accredited by CAPTE. Onsite accreditation team | 1. Every lab course in this program utilizes practical examinations and competencies with associated rubrics assessing patient orientation, professionalism, safety, technique and documentation 2. Locally devised multiple choice quizzes, unit tests and examinations that include anatomy, implementation, problem solving, critical thinking questions 3. Each clinical fieldwork assesses technical competence in intervention and data collection, time management skills, safety, communication, documentation, | 1. Every lab course in this program utilizes practical examinations and competencies with associated rubrics assessing patient orientation, professionalism, safety, technique and documentation 2. Many courses in the curriculum require group projects, papers and presentations graded using rubrics 3. Each clinical fieldwork assesses technical competence in intervention and data collection, time management skills, safety, communication, documentation, professional behaviors, interpersonal skills, problem solving, cultural competence, lifelong learning using the CPI and associated rubric to | 1. Every semester a course in the curriculum requires professional development that can include attending continuing education lectures, workshops, professional meetings, promote the profession and promote volunteerism to community needs graded by a rubric 2. Every course in the curriculum has a time management policy, professional behaviors policy, assessed using a professional behaviors rubric completed by the instructor 3. Every lab course in this program utilizes practical examinations and competencies with associated rubrics assessing patient orientation, professionalism, safety, technique and documentation 4. Each clinical fieldwork assesses technical competence in intervention and data | | |

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| | <p>verified each competency and test question meeting accreditation standards.</p> <p>6. At least 80% of graduates successfully pass the FSBPT National Licensing Examination averaged over a 3 year period.</p> <p>7. Annual/biannual survey of graduate employers – 100% will rate graduates as average to above average in meeting safety competency, 85% will rate graduates as average to above average in PT intervention delivery, 85% will rate graduates as average to above average in critical thinking, problem solving and integration of skills and procedures learned from classroom to clinical site and 85% will rate graduates as average to above average in documentations skills.</p> | <p>professional behaviors, interpersonal skills, problem solving, cultural competence, lifelong learning using the CPI and associated rubric to determine entry level competency.</p> <p>4. Annual/biannual survey of graduate employers – 85% will rate graduates as average to above average in data collection skills.</p> | <p>determine entry level competency.</p> <p>4. Annual/biannual survey of graduate employers – 85% will rate graduates as average to above average in all aspects of communication, 85% will rate graduates as average to above average in documentation skills and at least 85% of employers will rate graduates as competent in computer and other current technology as it relates to the Physical Therapy environment.</p> | <p>collection, time management skills, safety, communication, documentation, professional behaviors, interpersonal skills, problem solving, cultural competence, lifelong learning using the CPI and associated rubric to determine entry level competency.</p> <p>5. Annual/biannual survey of graduate employers – 85% will rate graduates as average to above average in critical thinking, problem solving and integration of skills and procedures learned from classroom to clinical site, 85% will rate graduates as average to above average in professional behavior, ethical behavior, interpersonal skills and time management skills, 85% will rate graduates as average to above average in cultural competence and at least 85% of graduates will participate in professional continuing education.</p> | | |
| FS 100 | | | | | | X |
| MA 127 Or MA 141 | X | | | | | X |
| PT 121 | X/I | | X/I | X/I | | X |
| PT 131 | X/I/A/P | X/I/A | X/I/A | X/I | | X |
| PT 132 | X/I/A/P | | X/I/A | X/I | | X |
| SC 253 | X | X | | | X | X |
| EN 111 | | | X | | X | X |
| PT 141 | X/I/A/P | X/I/A/P | X/I/A | X/A | | X |
| PT 142 | X/I/A | X/I/A/P | X/I/A | X/A | | X |
| PT 143 | X/I/A/P | X/I/A/P | X/I/A | X/A | | X |
| SC 254 | X | | | | X | X |
| SS 151 | X | | | | X | X |
| EN 112 | | | X | | X | X |
| PT 251 | X/I/A/P | X/I/A/P | X/A/P | X/A/P | | X |
| PT 252 | X/I/A/P | X/I/A/P | X/A/P | X/A/P | | X |

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| | | | | | | |
|-------------|-------|-------|-------|-------|---|---|
| SS 155 | X | | | | X | X |
| PT 260 | X/A/P | X/I/A | X/A/P | X/P | | X |
| PT 275 | X/A/P | X/I/A | X/A/P | X/P | | X |
| PT 206 | X/I/A | X/I/A | X/I/A | X/I/A | | X |
| PT 255 | X/A | X/A | X/A | X/A | | X |
| PT 280 | X/A/P | X/A/P | X/A/P | X/A/P | | X |
| Physical Ed | | | | | | X |
| Physical Ed | | | | | | X |
| | | | | | | |