



APTA EDUCATION LEADERSHIP INSTITUTE FELLOWSHIP

ELI FELLOW'S EXPERIENCES



CLASS OF 2014-2015

**APTA EDUCATION LEADERSHIP
INSTITUTE FELLOWSHIP**



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Education Leadership Institute Fellows

- Frank J. Bates, PT, DPT, MBA
- Holly Clynch, PT, DPT, MA, GCS
- Tyler Joseph Cuddeford, PT, PhD
- Gammon M. Earhart, PT, PhD
- James W. Farris, PT, PhD
- Matthew P. Ford, PT, PhD
- George David Fulk, PT, PhD
- Brent Alfred Harper, PT, DPT, DSc, PhD, OCS, CSCS, Cert MDT, FABS, FAAOMPT
- Karen Huhn, PT, PhD, MS
- Marie A. Johanson, PT, PhD, OCS
- W. Justin Jones, PT, DPT, OCS
- Gregory Mark Karst, PT, PhD
- Christine McCallum, PT, PhD
- Michael McKeough, PT, EdD
- Patricia R. Nelson, PT, ScD, OCS, FAAOMPT
- Jean Fitzpatrick Timmerberg, PT, PhD, MHS, OCS



FRANK J. BATES, PT, DPT, MBA

Education Leadership Institute Fellowship Goals

1. Improve skills and increase knowledge in student assessment and outcomes assessment to aid in decision making about future changes in the physical therapist assistant (PTA) program.
2. Position the PTA program for continued success given changing health care dynamics.
3. Further develop my leadership skills to become a more directed and efficient leader in higher education.

3 Lessons Learned Through the Education Leadership Institute Fellowship

1. To be an effective leader, it is important to match other people's communication styles. While this seems uncomfortable at first, it can become comfortable with practice and patience.
2. To be an effective leader, it is important to be authentic and vulnerable. Being authentic and vulnerable allows for personal and professional growth, but first it requires the leader to engage in honest self-reflection.
3. An effective leader understands that more can be accomplished by concentrating on the big picture when the right people are in place to concentrate on the details.

Institutional Leadership Project Summary

My leadership project involved developing a forward-thinking, future-oriented style of program assessment for the PTA program. This project includes mapping the PTA program outcomes to the syllabus outcomes and to CAPTE standards, implementing surveys to stakeholders in the PTA program on a routine basis, making changes based on survey results, and performing a routine SWOT (strengths, weaknesses, opportunities, and threats) analysis. This project will take the current assessment process from one of meeting the minimum requirements to one that is focused on the health of the PTA program. Faculty will become more engaged in program assessment by being integral to making well-informed decisions about adjustments to the curriculum and other aspects of the PTA program.

Education Leadership Institute Fellowship Goals

1. Improved skill in running a meeting, as measured by my ability to listen more than talk, to allow all voices to be heard, and to delegate comfortably and confidently.
2. Improved comfort with articulating my thoughts clearly, especially when under stress, and with taking constructive criticism at the time it is delivered.
3. Improved understanding of the program director's fiscal responsibilities within the program and within the university as a whole.

3 Lessons Learned Through the Education Leadership Institute Fellowship

1. For program development and program assessment, always start with what you want the final outcome to be, and then work backward.
2. Think of delegation as a way of empowering others to develop and show their strengths. You are not merely giving them more to do!
3. Course syllabi should always remain the property of the program, not the individual course instructor. As a program director, you have ultimate responsibility for their content.

Institutional Leadership Project Summary

I developed a draft program of study for a bachelor of science (BS) for the physical therapist assistant (PTA), designed as a degree-completion option for PTAs who already have an associate degree. Using data collected from students, program graduates, faculty, other PTA programs, and our community advisory committee, a draft of the required courses has been developed and will be submitted to our University Curriculum Assessment and Policies Committee for approval during fall semester 2015, with students to be admitted for an anticipated fall 2016 starting date.

TYLER JOSEPH CUDDEFORD, PT, PHD

Education Leadership Institute Fellowship Goals

1. Learn how to navigate the academic side of leadership structure.
2. Explore the various models of leadership.
3. Understand my leadership strengths and weaknesses.

3 Lessons Learned Through the Education Leadership Institute Fellowship

1. Great leaders work toward overarching goals and have a purpose and plan for attaining them.
2. Understanding all 4 different types of leadership “frames” helps position you for better communication and effectiveness with those who operate on a different set of frames than you.
3. Collaboration with the various leaders helped me understand issues that were similar across institutions.

Institutional Leadership Project Summary

Preventable lifestyle diseases such as heart disease, stroke, cancer, obesity, and diabetes are the leading causes of mortality and morbidity. Physical therapists are ideally suited and trained to promote health and wellness in their communities and to address these preventable diseases. The purpose of this ELI Leadership project was to create and use a comprehensive health and wellness screening tool for physical therapists (in this case, including students) to use in local communities. This will also involve using health and wellness mobiles (3 15-passenger vans) driven to rural communities and partnering with local schools, community centers, churches, and/or retirement centers. Current progress includes the completed screening tool that was created as a mobile application to be used either on an iPad or iPhone. The mobile application includes orthopedic, neurological, cardiovascular and pulmonary, diabetes, and overall health/nutritional assessments. The result is a single-page output that compares the individual's results to normative values, similar in principle to what you would receive after a blood test. The result would also highlight areas that need improvement or potential risks. Additional work included creating marketing, educational, and communication materials (pamphlets, posters, and email blasts), communicating with local partners, and finding physical therapists who want to be involved. Screening in the rural communities is scheduled during National PT Month in October.

Education Leadership Institute Fellowship Goals

1. Develop a clear and consistent strategy for identifying, recruiting, mentoring, and retaining top talent.
2. Strategize to achieve and maintain balance that allows me to remain productive, healthy, and engaged at work and at home.
3. Grow new leaders within our organization and develop a clear succession plan.

3 Lessons Learned through the Education Leadership Institute Fellowship

1. It is important to understand one's own style, strengths, and weaknesses in order to be an effective leader. As such, time devoted to self-reflection is time well-spent.
2. When you work with a great team, it is important to support them and also to stay out of their way so they can do a great job.
3. Walking around and talking to people informally is a great way to build relationships, stay connected, and learn more about your organization. I now block time on my calendar to "walk around" every week.

Institutional Leadership Project Summary

The Program in Physical Therapy at Washington University in St Louis School of Medicine experienced a leadership transition, and the time was right to revisit the program mission and vision and define explicit goals for the future. As such, the purpose of this strategic planning project was to develop a mission, a vision, and goals with action plans, focusing on the next 4 years of program growth. A strategic planning consultant from the business world was engaged to facilitate the process, which included these stages: (1) selection of core planning team of faculty and staff; (2) diagnostic phase to gather and synthesize stakeholder perspectives obtained through focus groups, one-on-one interviews, and online surveys; (3) formulation of mission and vision, 4) development of prioritized goals; (5) generation of action plans to achieve goals, including timeline and accountability for all items; (6) roll-out of full strategic plan within program and to higher level administration; and (7) ongoing monitoring of progress, with regular reports on achievements and resulting impacts.

Education Leadership Institute Fellowship Goals

1. Learn skills and strategies to become more competent and confident in the leadership role.
2. Be more than just a manager and lead in a manner that encourages faculty success, growth, and enjoyment of the profession.
3. Learn additional personal interaction skills that will enhance my enjoyment of academic leadership throughout my career.

3 Lessons Learned Through the Education Leadership Institute Fellowship

1. In order to begin to understand others, you have to deeply understand yourself.
2. Communication, relationship building, empowering others, and the ability to be vulnerable are foundational components of leadership.
3. Reflection is often overlooked and underrated. Good leadership requires regular and frequent self-reflection.

Institutional Leadership Project Summary

My leadership project involved restructuring the DPT program curriculum so that it can be delivered in the time frames of the university's new academic calendar. The school is currently on a 12-week quarter system. The new calendar is not a traditional academic calendar and consists of 2 21-week semesters (with two 10-week blocks within each semester), with a shortened summer "institute." The academic year will begin in July instead of late August, as it currently does. This is an opportunity to implement a curriculum that is built by the current faculty, designed with outcomes defined before the process is developed, has better content flow, and is possibly less volume-intensive—allowing for student reflection and intentional practice for higher skill acquisition in the program. The project involved collaborative interaction with (and input from) all DPT faculty, curriculum committees, the registrar, student affairs and financial aid, finance and administration, facilities and room scheduling, and upper administration. The logistics of teaching out the current curriculum while simultaneously implementing the new curriculum was the most difficult component of the project.

MATTHEW P. FORD, PT, PHD

Education Leadership Institute Fellowship Goals

1. Successfully lead the development of a new physical therapist (PT) department in a new school and college to achieve its expected program outcomes over 10 years.
2. Lead a group of colleagues in the development of a comprehensive interprofessional education program.
3. Lead the development of a comprehensive health and wellness program for people with Parkinson disease.

3 Lessons Learned Through the Education Leadership Institute Fellowship

1. You can develop the administrative skills to work in any frame of reference.
2. Budget development and implementation should be tied to goals and outcomes.
3. Fix problems when first identified. Don't wait, don't delay.

Institutional Leadership Project Summary

My project was to facilitate the implementation of interprofessional education (IPE) into the curricula and general program activities for the College of Health Sciences (CHS). My role is to represent the PT program and serve on the Administrative Council Task Force on IPE. In addition to that role, I teamed up with colleagues in CHS and participated in an Interprofessional Education Collaborative (IPEC) workshop (fall 2015). During the workshop, our group was charged to develop a project that we can bring back to CHS and implement. Our project was the first step toward my ELI project. On August 19, 2015, we gathered 300 CHS graduate students and introduced IPE, the core competencies, and had them examine the practice acts of their discipline, as well as the practice acts of the disciplines of their student colleagues (pharmacy, family nurse practitioner, speech therapy, public health, physical therapy, and nurse anesthesia). This introduction included a presentation on the 4 core competencies of IPEC.

GEORGE DAVID FULK, PT, PHD

Education Leadership Institute Fellowship Goals

1. Analyze leadership situations and apply appropriate leadership styles to promote optimal outcomes.
2. Appreciate and understand contemporary issues facing physical therapy education and higher education.
3. Develop a network of colleagues in physical therapy education.

3 Lessons Learned Through the Education Leadership Institute Fellowship

1. Gained a better understanding of different aspects of higher education, such as student affairs, human resources, budgeting, etc.
2. Reflection is an important component of leadership growth.
3. All PT programs are facing similar issues regardless of size and institution in which they reside. PT programs need to work together to address the many issues currently facing higher education.

Institutional Leadership Project Summary

The purpose of this ELI Leadership project was to review and revise the Clarkson University DPT program's mission, goals, and outcomes through a collaborative faculty process and to develop a policy, procedure, and database by which the program will be able to systematically and continually review the program mission, goals, and outcomes to foster effective program development. During the winter 2015 semester, the program faculty reviewed the current mission, goals, and outcomes, and drafted modifications to these. The faculty voted on the final mission, goals, and outcomes at the annual faculty retreat in the middle of August. Based on the new mission, goals, and outcomes, I have begun to develop specific policy and procedures, as well as a database to store pertinent outcome information that will guide decision making and an ongoing program review process.

BRENT ALFRED HARPER, PT, DPT, DSC, PHD, OCS, CSCS, CERT MDT, FABS, FAAOMPT

Education Leadership Institute Fellowship Goals

1. To obtain an understanding of my leadership style.
2. To gain an appreciation and understanding of other leadership styles.
3. To learn and understand the components, departments, and positions that comprise academic institutions, while learning how each is related to and reliant on the others for success.

3 Lessons Learned Through the Education Leadership Institute Fellowship

1. The ability to reframe is vital for understanding oneself, understanding which leadership frame(s) one gravitates toward, and giving clarity to other frames.
2. Leading from the middle requires being comfortable with knowing who you are and why you think the way you do, and stepping back to see the world through a different paradigm. To be vulnerable, you must be individually secure. This in no way equates with weakness but rather comes from a position of strength: strength in decisions and confidence while being objective. It is what I call "vulnerability strong."
3. To be an effective leader you must take a journey of self-discovery. You need to understand why you think the way you do, why you make decisions the way you do, and why you may react the way you do. Self-discovery may be an uncomfortable process, as you may not like what you find. However, the beautiful aspect is that you can define you. Your reaction or responses need to be based on who you are, not simply reacting to situations or people. You are the sole owner of your behavior, decisions, and responses. Do not let others dictate your behavior.

Institutional Leadership Project Summary

My leadership project further develops the physical therapy department's vision, program growth, and community integration by researching and designing a residency in orthopedic physical therapy. This residency was 1 of our programs 6- to 10-year "visionary initiatives." Initially we will develop a certificate program that will be the didactic portion of the residency program. The program will offer access to high-level education as continuing education, as preparation for specialty board examination, as a certification program, and as a residency program.

KAREN HUHN, PT, PHD, MS

Education Leadership Institute Fellowship Goals

1. Develop leadership skills necessary to obtain a leadership position within the Education Section.
2. Improve my confidence in leadership skills and insight.
3. Develop skills in effective communication to promote collaboration and unified vision.

3 Lessons Learned Through the Education Leadership Institute Fellowship

1. You have to know yourself before you can be an effective leader.
2. There are no shortcuts to effective leadership. It takes a substantial amount of time and effort, and is a lifelong process.
3. Always seek an opportunity where you can learn something new, not show what you know.

Institutional Leadership Project Summary

My project was to develop and facilitate strategic planning for our Doctor of Physical Therapy program. The project pushed me to learn more about effective strategic planning, including the processes and techniques that can be used, how to gather data, and to facilitate and keep a group focused on the goals and moving forward. We have completed the initial meeting, in which we established goals for the strategic planning process, revised our mission statement, created a vision statement, and revised our program outcomes to reflect our new mission and vision. We have created subgroups charged with collecting additional data as needed, creating and implementing a plan to achieve the strategic planning goals as well as a plan to assess achievement of the goal. The subgroups are reporting on their progress to the faculty at monthly faculty meetings. We have chosen a 3-year strategic planning process, so I to look forward to future challenges and outcomes.

MARIE A. JOHANSON, PT, PHD, OCS

Education Leadership Institute Fellowship Goals

1. Become a more efficient and directed leader in academic physical therapy.
2. Effectively empower faculty to facilitate positive changes in physical therapy education.
3. Develop a collaborative vision that will guide progressive excellence in physical therapy education.

3 Lessons Learned Through the Education Leadership Institute Fellowship

1. Leaders in academic physical therapy are not alone, nor can they operate successfully on their own.
2. Awareness and proper utilization of all academic resources is essential to successful administration.
3. The profession is and will continue to be stronger with the help of graduates from the ELI Fellowship program.

Institutional Leadership Project Summary

My leadership project was to develop the format for partnered postprofessional residency and fellowship programs with the local clinical community that would be centralized around the physical therapist program. The creation of these programs is in direct alignment with the program's new vision as being composed of community-based clinical experts, and the mission to cultivate clinical excellence in physical therapy. These initiatives are also directly aligned with my university's goal of being the leading partnership university, and my college's goal to "strengthen communities and change lives." These initiatives have led me to targeting a diverse array of clinical residency and fellowship programs, which would be offered in a synchronous fashion. My leadership project has been to develop formats for the delivery of such partnered programs in various specialty settings and targeted partnership institutions, and to assess the feasibility of and design the projected programs.

Education Leadership Institute Fellowship Goals

1. To take advantage of leadership opportunities within my college with more confidence and a greater understanding of the processes, procedures, and personnel involved in higher education.
2. To continue to develop as a leader in my role as associate chair of the physical therapy department by applying concepts learned in ELI to current department goals and objectives.
3. To attain a leadership position within an organization outside of higher education that allows application of the skills learned in ELI to other leadership roles.

3 Lessons Learned Through the Education Leadership Institute Fellowship

1. Leaders with different values and beliefs can be successful if they can create trust, fairness, and credibility in those they support.
2. Oftentimes, identifying an overall “fit” for a college, school, or program when hiring at any level is critical to the retention and success of faculty and staff, despite pressure to fill a position with an individual with specific “credentials.”
3. Relationships are critical to leadership success.

Institutional Leadership Project Summary

My ELI project consisted of leading the process of reviewing, modifying, and updating policies related to student progression within the DPT program, and integrating some of the common policy language found across the School of Nursing and Health Sciences (SNHS), which includes physical therapy, nursing, and nutrition. This project started with a recognized need to refine and update the existing DPT policies related to student progression, based on some past challenges and inconsistencies in interpreting the policy language. The project expanded into a larger project when other programs within SNHS acknowledged similar needs, and the opportunity to have more consistency was realized. These needs focused on all aspects of progression, including academic, professional behavior, and withdrawal/leave of absence from the program. The initial outcome was to have the DPT faculty vote on revisions for its handbook, which has happened. Secondary outcomes are to have the other programs adopt key elements of policy and language applicable to their programs, and vote on revisions for their respective handbooks. Additionally, a formal review process to review and update these policies will be established.

Education Leadership Institute Fellowship Goals

1. Networking with additional educators and administrators from across the country.
2. Gaining insight into my current strengths and weaknesses as an educational administrator.
3. Learning new strategies for change management and dealing with conflict.

3 Lessons Learned Through the Education Leadership Institute Fellowship

1. The vast (and largely new to me) literature on leadership styles and strategies provides a broad range of tools from which to choose in attempting new approaches to difficult leadership issues.
2. Gaining insight into my current strengths and weaknesses relative to leadership roles is important, but continued self-reflection on how those traits affect my everyday performance is essential.
3. My most vexing problems of leadership are commonly encountered by my peers in this endeavor. In-depth discussions of those issues with peers and mentors in ELI were among the most enlightening and enjoyable aspects of my participation in this fellowship.

Institutional Leadership Project Summary

My project was to promote interprofessional education (IPE) at a new site on a rural campus 190 miles from the main academic health science center campus, coordinating between 7 programs within my college, 2 colleges at my university, and 2 universities within the state university system. The desired outcomes include:

1. replication on the new campus, via synchronous and asynchronous methods, of IPE activities carried out on the original campus;
2. development of new IPE activities within and outside of the formal curricula at the new campus;
3. reducing duplicate teaching efforts with modular units that address educational objectives that are shared across programs and colleges;
4. development of new models of interprofessional clinical education in addition to activities during the didactic phases of the programs;
5. fostering a culture of interprofessional collaboration in health professions education that permeates didactic and clinical phases of those programs.

To date, we have begun replicating existing activities on the new campus and are implementing new extracurricular activities unique to the new campus. We anticipate that achieving the ultimate goal of a cultural shift to take 5 or more years.

CHRISTINE MCCALLUM, PT, PHD

Education Leadership Institute Fellowship Goals

1. Improve my skills in negotiation and conflict management.
2. Develop an appreciation for the interconnectedness amongst the various departments and personnel within the academy.
3. Develop improved self-confidence to realize avenues where I could contribute to the advancement of physical therapist education particularly in, clinical education locally, regionally, and nationally.

3 Lessons Learned Through the Education Leadership Institute Fellowship

1. Leadership is a philosophy, not a position.
2. It's all about the people. Electing the right people to do the right job at the right time is imperative to moving an academic program forward in today's marketplace.
3. Strategic thinking is a cornerstone for strategic planning. Keeping the end in mind while collaborating to identify common goals and figuring out "where we are now," "where we want to go," and "how we are going to get there" sets the stage for success.

Institutional Leadership Project Summary

My leadership project goal was to guide our DPT faculty in evaluating our current curriculum and devising a plan to revise it to ensure our graduates will meet future professional, societal, community, and institutional needs. The expected outcome at the start of this fellowship was to have a suggested outline for a revised DPT curriculum by July 2015. However, based upon programmatic needs, the date was revised and is now ongoing. Instead, developing a more effective systematic process for curriculum review and assessment became the goal for July 2015.

The process over the past 12 months included: (1) review of all course syllabi objectives for compliance with CAPTE CC-5 criteria; (2) identification of our areas of strengths in the curriculum and areas that require enhancement based on this review process; (3) development of a curriculum committee to oversee curriculum planning, syllabi review, and course assessment; (4) faculty discussion on the 2016 CAPTE Standards and Elements for future accreditation expectations; and (5) review of the Clinical Education Summit recommendations.

We have established a foundational understanding of our program and curriculum. Our next step is to determine how our curriculum will prepare our graduates for physical therapist practice.

MICHAEL MCKEOUGH, PT, EDD

Education Leadership Institute Fellowship Goals

1. Gain a deeper understanding of myself as relates to the requirements for directing a physical therapy education program.
2. Begin to read and understand the literature on leadership.
3. Begin to develop the skills needed as director of a physical therapy education program.

3 Lessons Learned through the Education Leadership Institute Fellowship

1. Know thyself particularly as it relates to the leadership frames of Bolman and Deal.
2. As stated in the literature, leadership, at least in part, consists of skills that can be learned.
3. An entire group of knowledgeable, experienced, and friendly ELI fellows and mentors is ready, willing, and able to help me when I get in over my head.

Institutional Leadership Project Summary

My ELI project consisted of reorganizing the first-year curriculum of a DPT education program to increase the use of patients/volunteers in the laboratory procedures classes. During the first 3 semesters of the program, students received very little experience working with anyone other than peers from their cohort while developing psychomotor and communication skills.

Initial challenges included: faculty/staff buy-in to the use of patients/volunteers in labs (faculty and staff have agreed to give it a try); recruiting patients/volunteers (some patients who attend pro bono clinics have agreed to participate); securing administrative assistance for program management such as scheduling (an assistant will manage the program); and equipment for use in the program (we will receive equipment for procedures classes plus 10 iPads to record student performance for self-assessment).

Unresolved challenges include the need to recruit more patients/volunteers, measuring educational effects of the program, remuneration for volunteers, and university parking.

PATRICIA R. NELSON, PT, SCD, OCS, FAAOMPT

Education Leadership Institute Fellowship Goals

1. Develop my leadership skills through understanding my own strengths as well as areas for growth.
2. Understand the business of higher education and the functions of each operating unit.
3. Build relationships outside my institution to foster future collaboration.

3 Lessons Learned Through the Education Leadership Institute Fellowship

1. By learning the language and skill set of leadership, I now have tools to use that can foster my ongoing development. I plan to use these to seek out leadership opportunities and identify areas where I can make a positive difference both personally and professionally.
2. Using the leadership frames has proved an excellent way to consider how I approach conversations in all aspects of my work, and forced me to improve my active listening.
3. Strategies and approaches to enable finding a “shared vision” have provided a means to enjoy the collaboration and problem-solving opportunities within my organization, and to approach these situations from a positive perspective.

Institutional Leadership Project Summary

My leadership project was to guide the process for changing from a quarter to semester curricular calendar. While change is difficult, this project allowed the opportunity for faculty to identify the program’s strengths and areas for revision. To identify these, stakeholder focus groups were formed to solicit input through an individual and then group process. Themes identified in these groups were then incorporated into curricular models that hold constant the areas of strength and improve the areas in need of change. Moving forward, faculty discussion and visioning will take place over the next academic year related to this calendar revision, with a final curriculum identified during the upcoming academic year. Timeline for completion of this project is set for fall 2016, with implementation in the following academic year.

JEAN FITZPATRICK TIMMERBERG, PT, PHD, MHS, OCS

Education Leadership Institute Fellowship Goals

1. To understand different leadership styles and when best to utilize different frameworks.
2. To enhance and become more confident in my leadership skills, especially when navigating the politics of academia.
3. To utilize additional knowledge gained to participate in leadership roles outside of my institution, particularly within the American Council of Academic Physical Therapy (ACAPT) and APTA.

3 Lessons Learned Through the Education Leadership Institute Fellowship

1. Identifying colleagues who share similar interests and would work well together is a crucial step when creating teams to work on projects. More time initially spent creating the teams will become truly valuable.
2. Active listening, effective communication, and daily reflection are essential activities of any leader.
3. Continued visibility and frequent communication are imperative at fostering current partnerships and even more vital at building new ones.

Institutional Leadership Project Summary

My project was to develop an interactive I-book for our Musculoskeletal I and II courses. The I-book would be an interactive lab and lecture manual with links to prerecorded lectures traditionally given in the classroom (flipping the classroom), textbooks, videos demonstrating psychomotor skills, glossary terms, cases, and quizzes, as well as additional resources (for example: preloaded applications that relate to anatomy, orthopedic special tests, orthopedic manual therapy, and exam questions).

Approximately 25% of the videos demonstrating psychomotor skills and 90% of the didactic content have been recorded and professionally edited for insertion into the I-book. Discussions with Apple Education are ongoing to lease the I-books and have all the applications preloaded. The anticipated start date is summer 2016, and outcomes to be assessed will be time outside the classroom spent by faculty to meet and remediate with students, student performance on written and practical exams, and clinical reasoning assessments. These outcomes will be compared to the same data from previous classes given in the traditional format.



ABPTRFE
ACCREDITED PROGRAM



APTA
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