

R-1. The enrolled student body is consistent with the *mission* and *goals* of the program, the profession's need for qualified, competent practitioners, and the societal need for diversity 19.20 among physical therapists.

The enrolled students reflect the mission and the goals of the program, and it starts with our admission's process. Appropriately, the admission's process weighs the student's broad view of the profession of physical therapy. Beyond the essay question, points are assigned during the admission's process for students who experience or observe physical therapists in a variety of settings, particularly in acute care and rural setting and who work or are volunteers in physical therapy settings.

The department is openly dedicated to creating generalists rather than graduates already focused on a subspecialty of the profession. Within the goals, the department states that "Students will provide entry-level clinical practice as evidenced by competency at entry-level during final clinical internships within the range of patient populations and practice settings." There is such an extreme shortage of physical therapists, especially in the Midwest, that the department is strongly dedicated to producing therapists prepared to go to any setting or location. That often means discouraging students from declaring an emphasis area, usually in orthopedic outpatient PT, before arriving on campus.

The DPT program is known for its strong science base that develops into evidence-based practice, which is voiced in the program mission statement. The selection process for students mirrors this part of the mission. The admission's committee gives weight to the student's science course GPA, and students must have a 3.0/4.0 overall GPA (including rigorous science prerequisites) to apply for the program. The rationale behind that philosophy is that the department is training scientifically adept therapists, who embrace evidence-based therapy.

Courses focus on evidence-based practice starting with the first semester. Clinical education focuses on the application of the evidence-based procedures taught in the classroom to the clinic, even in settings where the clinical instructor may not be educated in evidence-based practice. Students must model evidence-based practice in their clinical education training. For example, one of their assignments in Clinical Education V (PTRS 840) requires the student to educate the clinic staff through an inservice on evidence-based practice. As part of one of the faculty member's research projects, any changes in clinical instructor attitudes and behavior are surveyed before and after the student inservice.

The students also reflect the program's goals by demonstrating professional behavior. The students are modeled professional behavior in and out of the classroom experience by the faculty. Early in the curriculum, the faculty instruct them in the process of sending professional e-mails, discussing patient findings with other health care professionals, and in writing letters to physician's office when referring the physician (in-class assignment PTRS 880). The program frequently receives feedback from clinical instructors concerning the outstanding professional behavior of our students. An unsolicited letter from a mother of a student's patient underscores their professional training, "M's medical needs are very complex and his care can be somewhat overwhelming, especially for student nurses and doctors. It can also be difficult for them understand how to communicate with M, who is chronologically 18 years old but cognitively functioning at 5 -6 years old. However, your students demonstrated confidence and compassion for M's needs. They were genuinely interested in M as a person and not just a case..... The University of Kansas' Department of Physical Therapy and Rehabilitation Science can be proud of these students. They are a reflection of the education and development they have received through their academic preparation."

A final goal for the program is to produce students that are culturally competent, able to deliver quality care across populations and tailor services to unique patient values. The applicants are asked to write an essay for their application process that provides insight into their dedication to becoming a generalist PT, serving a wide variety of patients. From the program's mission statement, "service to a diverse and underserved population" is operationalized as generalist practitioners who should be able to step into any setting, and work with a variety types of clients. In the state of Kansas, some of the most underserved, are those living in rural areas. The students in the program reflect the diversity of the population of the State of Kansas, which on the surface may not match the traditional concept of diversity. The faculty have put significant effort into recruiting more ethnically-diverse students and recruiting from rural areas. Table R-1-1 shows that the effort to increase recruitment from rural areas has had a positive effect in the past 2 year. The ethnic diversity in the latest class, although limited, reflects that State of Kansas with, for example, a total African American population of 6% of the population. In addition, the majority of the students in the program qualify for student loans based on family or personal income.

Table R-1-1

Demographic: % of total students/class	Graduating class of 2009	Graduating class of 2010	Graduating class of 2011
Kansas residents	92 %	77%	87%
Native American Indians/Pacific Islands	0	3%	0
African American	3%	3%	0
Asian American	3%	3%	5%
Rural	7%	21%	16%
Qualify for student loans	79%	84%	86%

R-2. Counseling services, academic services, disability services, and financial aid services are available to students.

The University of Kansas Medical Center has extensive services available for students, described below:

Student Counseling Services

Psychological services are offered within a confidential atmosphere of safety and respect to assist individuals in addressing emotional and interpersonal issues that may be affecting their well-being, through the Counseling and Educational Support Services office (CESS). A wide variety of concerns may be addressed in counseling, including:

- Managing stress
- Improving relationships
- Making transitions
- Successfully adapting to academic programs or other life situations
- Clarifying values
- Changing behavior patterns
- Dealing with feelings of depression, anxiety, grief, loneliness, or anger

The specific services offered by the office include:

- Individual counseling
- Couples counseling
- Family counseling
- Group counseling
- Psychological testing
- Crisis intervention

Psychiatric services such as evaluations, consultations, and medical interventions such as medication are offered. Follow-up meetings are also provided as an adjunct to psychological

counseling. To qualify for these services, individuals must initially meet with a psychological counselor and concurrently participate in counseling. The following web sites describe the services.

www.kumc.edu/studentcenter/scess/psychological_services.html and

www.kumc.edu/studentcenter/scess/psychiatric_services.html

Educational Support Services

The CESS office provides extensive assistance to students. Educational support is provided in the following areas:

- Reading comprehension
- Time management skills
- Identification of learning styles and application to successful studying
- Individualized study planning
- Study strategies
- Test-taking skills
- Test anxiety coping skills
- Memory improvement strategies
- Note-taking skills

The services are outlined at the following web site.

www.kumc.edu/studentcenter/scess/educational_support_services.html

Program efforts to enhance the utilization of the CESS by DPT students

In 2007, the office of CESS provided feedback to the PTRS Department outlining the level of usage of the office's services by the current PT students. Previously, the PT students utilized the services at a lower rate than students in the Medical School, and other departments in the School of Allied Health. In response to this information, the faculty of the PTRS Department determined that a more aggressive program needed to be implemented to increase the students' awareness and use of services. Subsequently the *Performance Excellence at KU (PEAKU) Seminar Program* was developed.

Faculty from the program worked in collaboration with the staff of the CESS to develop the PEAKU program, specifically for the PTRS students. The program is the first of its kind at KU Medical Center. The program is described at the web site below:

www2.kumc.edu/PTRS/Default.aspx

The seminars are attended only by DPT students to target their specific needs. Some of the seminars address "better learning" and some address "managing well". These seminars are taught by licensed psychologists and/or learning specialists from CESS.

- Staff from CESS: www.kumc.edu/studentcenter/scess/staff.html

Four students are chosen from each class at the end of the year to collaborate with the staff from the CESS office to develop additional seminars/programs that would benefit the students in that and future classes for future semesters. An on-line registration system has been developed in collaboration with Web Services to track student attendance.

- On-line registration system: www2.kumc.edu/PTRS/Default.aspx

Students that attend all seminars receive a certificate of completion. Attendance is tracked through the online registration system. For the fall of 2008, 50% of the students from the DPT Class of 2011 attended each of the PEAKU seminars that were offered. In addition, annual reports of DPT student (aggregate, not individual reports) utilization will be generated through the CESS department.

Disability services

Students in the program may request services based on a disability through the Equal Opportunity Office. All students learn about these services at orientation and instructions to contact the office are included in each syllabus. Students must complete and submit a "Request for Accommodation" form. The student meets with the Disability Specialist to discuss the information on the form and the feasibility of providing the requested accommodation(s).

The services provided include:

- Education and training
- Academic accommodations such as class site modification, an elongated program, extra time to take exams, and separate testing sites.
- Assistance with physical access concerns have been addressed with sidewalk ramps and installation of automatic door openers. The classrooms used in the physical therapy program are compliant with ADA regulations.

The following web site describes the services. www.kumc.edu/eoo/disability.html#1

These services have been used by the students in the physical therapy program when appropriate. A student with complete hearing loss successfully graduated from the program. For each class, a typist was provided who typed the lectures/discussions in real time. The graduate is now an outstanding physical therapist and has received national recognition. Other services that our students utilize include increased hours for test and assignment completion.

Financial aid services

The Medical Center has various institutional financial aid programs that complement available federal and State financial aid programs. These programs include:

- KU Bookstore Grant, a limited fund need-based grant (\$500)
- KU Tuition Grant (KUTG), a limited fund need-based grant (Range: \$1,600-\$2,000)
- Endowment Loans are low interest loans that accrue interest while students are in school. The student begins to repay the KU Endowment Association beginning 1 year after graduation. A co-signer is required for any amount over \$500.00

www.kumc.edu/studentcenter/finaidprograms.html#endowschol

Within the School of Allied Health and the Department of Physical Therapy and Rehabilitation Science, several scholarships are awarded. In the 2007-2008 academic year, 25 students from the DPT program received scholarships at the departmental and/or School level, totaling \$33,800.

- Bloom-Wahbeh-Foster Scholarship
- Junge Scholarship
- Penny Cohn Scholarships
- Dean's Scholarship
- Dean's Diversity Scholarship
- Forever Friends Diana Lain Hughes Scholarship Fund
- James P. Cooney Leadership Award
- KUMC Auxiliary Award
- Student Clinical Excellence Award
- PTRS Outstanding Clinical Student Award
- Marsha Melnick Physical Therapy Student Research Award
- Molly Sauder Scholarship
- The Biofreeze Scholarship

Scholarships obtained by our students from sources beyond the department/school include:

- The Association of Schools of Allied Health Professions Scholarship for Excellence
- Lawrence Memorial Hospital Scholarship
- CampusCareerCenter/ASAHP Scholarship Fund
- John Knox Village Auxiliary Health Care Career Scholarship

When faculty learn of regional and national scholarships or loan programs that the students may apply for, the information is either e-mailed directly to the students or listed on the departmental ANGEL web site. For example, the application and instruction for the 2008 GaryL Soderberg DPT Scholarship is posted. Scholarships offered at the School level are listed on the Deans' web site. www.alliedhealth.kumc.edu/school/students/financial_aid.html

The university partners with a program funded by the US Department of Education to provide free services to help student reach their career goals, and that includes conducting scholarship searchers and completing financial aid forms. These organizations reside outside the university campus, and information about them is listed on the Dean's web site for the students.

R-3. The program has, or has access to, administrative, secretarial, and technical support staff to meet its professional education, scholarship, and service goals and *expected program outcomes*.

The Department has 2.75 FTE staff that supports the faculty and the mission of the department. Lisa Coke-Sams has been with the department for 6 years. In her position she handles all financial affairs including payroll, ordering supplies for the department and research labs, tracking salary dollars for the department and researcher's grants, making travel arrangements, acquiring reimbursement for faculty/student activities. Robert Bagley supports the DPT program by running recruiting efforts, handling admissions paperwork, and comprehensive examinations. He completes all paperwork necessary for graduation and assists with licensure for graduates. He is responsible for all paperwork for the DPT student clinical affiliations. Dennis White (.75 FTE) provides technical support to the department by keeping all web materials up-to-date, assisting students with on-line enrollment, posting all on-line continuing education courses and scheduling rooms.

Table R-3-1: Space allocated for departmental support staff and administration

Service	Room	Space (square feet)	Meets department needs
Lisa Coke-Sams, Admin. Assistant	3046 Robinson	90	yes
Robert Bagley, Admissions, support for Clin Ed	3051 Robinson	81	yes
Dennis White, Scheduling, web technology	3050 Robinson	93	yes

The University of Kansas hold the general philosophy that it is more efficient to handle many areas of support from a central office. This philosophy has been very effective for the PTRS Department. For example, when the computer technology office in the School of Allied Health is contacted for assistance, the wait is rarely more than a few hours and the problem resolved. A summary of the offices that support the PTRS Department is provided below:

Table R-3-2: Summary of staff, qualifications and assigned space for support services

Area of support	Person and qualification	Support to the department	Assigned space (sq ft)	Meets expectations
Marketing and web design	<u>Chris Deffenbaugh</u> , MS in journalism and communication	Designs and implements marketing plans for new initiatives. Designs web site, and public brochures.	130	Yes
Computer technology	<u>Jeremy Pennington</u> , BS in Telecommunications Management; 11 years in the field	Provides nearly immediate assistance for computer difficulties.	173	Yes

	<u>Alan Steffan</u> Assoc. Degree in Information Technology, 20 years in the field			
On-line education	<u>Stephanie Gerard</u> , BS of Art in Film & Digital Media, 8 yrs experience	Supports on-line courses with "course makeovers", and technological support for faculty and students	1386	Yes
Grant submission	Marge Bott, RN, PhD Patricia Pohl, PT, PhD Complementary staff of 5	Provides consultation for faculty for grantsmanship, completes grant forms and budgets, submit grants	477	Yes
Education Technology	Linda Davies, PhD and staff of 3	Provides technology in each classroom including computers, camera systems, video technology, wireless internet, and classroom scheduling	434	Yes
Budget support	Dwayne Boettcher, MA., 15 years experience with university budgets	Supplies the department with financial counseling and assistance with special needs, such as funds for new recruits, or educational equipment	424	Yes
Technology Transfer	James Baxendale, MS, MBS, Director for KU Center for Technology Commercialization	Assists faculty in obtaining patents and protect their intellectual property	136	Yes
Health Partners	Mary Virden, MSE, RN, Director Clinical Services, KU HealthPartners, Inc. Administrator, Silver City Health Center	Draws up contracts, and implements agreements for clinical services for faculty in a variety of settings.	731	Yes
Event Planning	Moffet Ferguson, M.Ed Education in Guidance and Counseling	Plans student orientations, graduation and other events	424	Yes
Public Relations	Amy Jordan-Wooden, BS in Political Science, and staff of 10	Writes and distributes press releases, organizes interaction with legislators, organizes press events	305	Yes
Compliance <ul style="list-style-type: none"> • Copyright • Human /animal research • Environment • Health & Safety 	Karen Blackwell, MS, Director, Human Research Protection Program, and staff of 9	Administer all compliance issues and assists with forms and approval	619	Yes
Publishing, Graphic design, Photography	Matt Doughty, MBA, Director, Publishing & Postal Service. Staff of 9 printing, 7 mail, and 2 photography	Provide professional photographs for PR, design brochures, works with PR Department	3611	Yes

R-4. Financial resources are adequate to achieve the program's stated *mission, goals, and expected program outcomes* and to support the academic integrity and continuing viability of the program.

The budget provided to the DPT program is adequate to achieve the program's mission, goals and expected outcomes. There are five sources of funding and all are utilized for the DPT program to some extent. Each of the funding sources listed below is fully controlled by the administration of the department and/or the department's faculty members. Figure R-4-1 illustrates the relative contribution of each source of funding to the total budget for the department.

State Funds

The salaries of faculty in the Department of Physical Therapy and Rehabilitation Science are provided by state funds. In addition, state funds provide an operating budget. Together the state funds budgeted for the department for the 2008-2009 fiscal year totaled \$1,158,967.00.

Restricted Fee Funds

Restricted fee funds are dollars that come to the department through means such as student laboratory fees, continuing education programs, and faculty contract work. Currently, \$30,000 dollars are in the restricted fee account.

Endowment

Several endowed funds and unrestricted spendable funds are controlled by the department. In total \$391,789 are held by the KU Endowment Association for the PTRS Department. \$165,604 are endowed and \$226,185 are spendable.

Research

Faculty are principle investigators and co-investigators on 15 grants for a total of \$4,566,399 annual total external funding. The funds support faculty scholarship, PhD student stipends, and the research projects of our DPT students. In Section F-3 only core faculty grants were discussed in terms of scholarship, but for departmental budgetary purposes all grant dollars are included.

Two more successful grant applications have been announced from NIH, but the funds

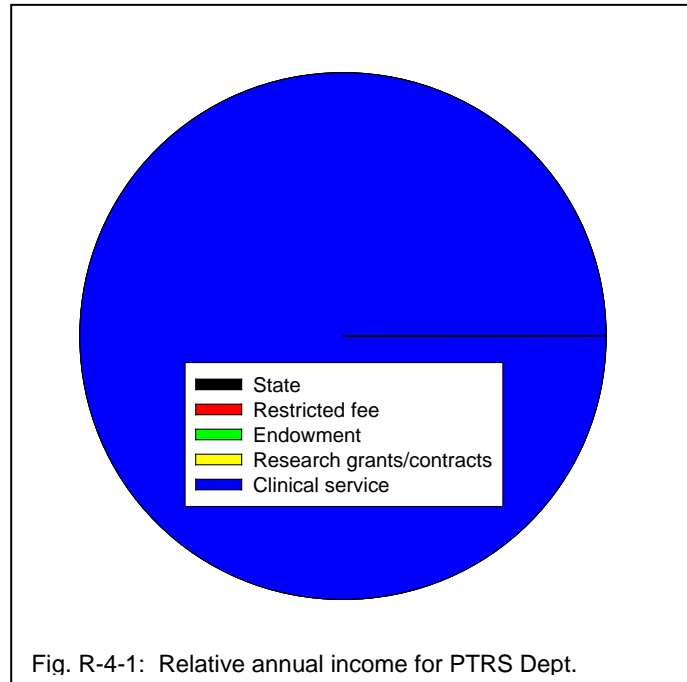


Fig. R-4-1: Relative annual income for PTRS Dept.

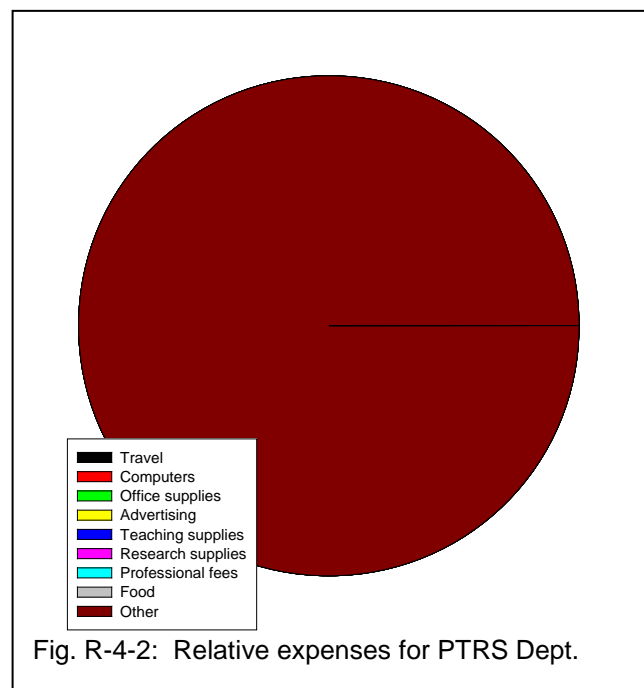


Fig. R-4-2: Relative expenses for PTRS Dept.

have yet to be transferred to the University of Kansas. Those two grants will bring another approximately \$130,000 annually to the department. These funds are important in allowing faculty to fulfill their scholarship requirements.

Clinical Services

Health Partners is a faculty practice organization within the Schools of Allied Health and Nursing that write and administer clinical service contracts with a number of internal and external clinics. Currently the Department has contracts with three clinics: The ALS Clinic at KU Medical Center, Silver City Clinic and Telemedicine that provides PT services to patients/clients in rural areas in Kansas. The annual income from faculty clinical services is \$13,000

The stability of the funds is an important aspect of the budgetary planning process done by Drs. Stehno-Bittel and Pohl. The State funds have been extremely reliable until the current economic crisis affected the State's budget. In 2008-2009, each department was asked to cut their budgets by 3%. This was accomplished in the PTRS Department by limiting travel and making a few other minor adjustments. An additional 4-5% budget reduction in state dollars is expected in the 2009-2010 budget. At this time, the planned release of one faculty member, who has no teaching responsibilities, will reduce the budget by more than the necessary 4-5%, allowing the department some excess released dollars that could be cut without affecting personnel in the future, should more mandated decreases be required. The department's research dollars have grown dramatically in the past 5 years in spite of decreasing pay lines at most foundations and government agencies that fund research. Faculty continue to submit more grants than ever in order to maintain their current grant income. The graduates of the program continue to support the mission through donations to endowment. Currently we are working on the specifics of a gift new of \$25,000 from a PT who worked as a CI for the department for years and several other graduates have the department listed as their estate gifts. We foresee no significant changes in the endowment income, despite the economy.

The majority of the state budget supports the salaries of the faculty. All core faculty are fully supported by state funds. Figure R-4-2 shows the percentage of the state dollars that support the non-salary needs of the department for the 2007-2008 academic year. Clearly the majority of the non-salary dollars are spent on travel and computer expenses such as the purchase of new computers and the monthly internet access charges. Research supplies shown in Fig. R-4-2 represents state dollars that were spent for start-up funds for new faculty. Most research expenditures are covered by research grants. The budget and expense summary sheets are included in **Appendix ??**

Resource allocation is the responsibility of Drs. Stehno-Bittel and Pohl, matching the short and long-term goals to the funds available during the annual budget process. Together they decided the best way to meet the 3% reduction in 2008, reducing the travel allotment to each faculty member from \$1500 to \$750/year. They did not reduce the DCE budget for clinical site visits. They consider the long term needs of all three degree programs when making budget decisions.

R-5. *The resources of the institutional library system and associated learning resources are adequate to support the educational and scholarship goals of the program, including both program faculty and student activities.*

- Describe the library resources, including the technological resources, available to the program faculty and students.
 - 120 seat online testing center utilizing LXR as the testing application
 - Staff to assist faculty in preparing online exams

- 13 study rooms available all hours the library open for student and faculty use
 - 2 electronic classrooms (15 seat and 20 seat) available for faculty to schedule
 - 60 workstations available in the library for student use during library hours
 - 30 workstations available in 24 hour areas of the university managed by the library
 - 5 photocopiers
 - 5 network printers, which can also be accessed wirelessly
 - Secure wireless access for students and faculty with mobile devices
 - Remote access to all electronic resources licensed by the library
 - Interlibrary loan access remotely with immediate fill-in of citation information
 - Delivery of electronic ILL via secure server allowing faculty and students access to library resources from anywhere
 - Biomedical librarian supporting the School of Allied and the PTRS program providing instruction, collaboration, collection purchasing
 - Copyright compliance office (Copyright and Document Delivery; CDD) integral to the library and available for students and faculty
 - CDD office seeking permissions for articles, book chapters and other content requested by course instructors, and paying royalties for items the library does not own (permission fees up to \$1000 per course are paid by the library)
 - Course material preparation
 - E-Reserves (Repository in Angel for copyright cleared materials)
 - Print reserves
 - Information Resources (IR) training (www2.kumc.edu/comptraining)
- Describe the accessibility of library resources to program faculty and students.
 - Onsite library hours of 100.5 hours per week
 - Electronic access to e-journal titles and e-books 24 hours per day
 - Students have the opportunity to participate in the Student Technology Committee as well as the Faculty Assembly Information Resources (Library Committee) providing recommendations and advice regarding library resources, accessibility of resources
- Analyze the adequacy of the library resources and remote accessibility for the program needs.
 - All the library resources electronically available can be accessed by students and faculty from anywhere. The access to library resources is exemplary.
 - The number of journals and monograph titles is always perceived to be wanting, but for the past 4 years there has been a concerted effort to engage faculty and students in determining journals and monographs needed to provide a comprehensive core collection in support of the curriculum.
 - A review of the online catalog using a search term of physical therapy yields 558 journal of which 42 titles appear to be highly relevant.
 - Monographs in the collection using the keyword search of “physical therapy” yielded over 7,000 titles of which 300-330 were relevant with 250 of those 300+ highly relevant. Further limiting the monograph search to titles published post 2004 there were 490 of which 30-40 appear to be very relevant to physical therapy.
- List of the library resources related to the program needs for both program faculty and students. Online Databases are provided at the following web site and are listed below: (<http://library.kumc.edu/databases/dbinfo.htm>)
 - AccessMedicine
 - Anatomy tv
 - CINHAHL
 - AgeLine
 - PEDro
 - REHABDATA

- EBSCO Health Business
 - Encyclopedia of Gerontology
 - Faculty 1000 Biology
 - Health Reference Center
 - ProQuest Nursing & Allied Health Source
 - DynaMed
 - Evidence Based Health Care
 - MD Consult
 - Nursing Reference Center
 - Micromedex
 - UpToDate
- Digital Collections are found at this web site and listed below: (<http://library.kumc.edu/digcollections/index.htm>)
- Archie institutional repository
 - Combination of web technology and archival services provided by Dykes Library and Information Resources for KUMC faculty, staff, students, and partners.
 - Collections range from research to images to organizational archives.
 - Sources for medical images (All sites are free but may require registration)
 - AnatQuest
 - Bristol Biomedical Image Archive
 - HONMedia
 - Heal
 - Images MD
 - John Hopkins Dermatlas
 - McGoogan Library's Medical Images
 - MedlinePlus Encyclopedia
 - Public Health Image Library
 - The Visible Human Project
 - The Whole Brain Atlas
 - Digitizing, publishing, and preserving one's research and archival content. Includes professional-quality scanning, metadata, and digital publishing. Available to KUMC faculty and staff.
 - E-Journals (15,000), eBooks (1,000)

R-6. The program has, or has ensured access to, classroom and laboratory space of sufficient quality and quantity to carry out program goals.

The DPT program has ample didactic and laboratory space. Laboratory space that is primarily used for research is listed in Section R-8. It is important to note that the research laboratory space is also utilized

Room usage	Room location	Total Sq footage	Features
Didactic Classroom	1014 Orr Major	1065	Tiered classroom with full projection capabilities
Didactic Classroom	1050 SON	1351	Tiered classroom with full projection capabilities
Orthopedic teaching laboratory	G027 Sudler	1209	13 high low plinths, camera system for demonstrations, computer system with two monitors
Laboratory lecture room	G030 Sudler	684	Shared room with OT for short lecture space integrated with lab
Neuromuscular teaching laboratory	G031 Sudler	1076	6 High low mats, parallel bars
Nursing Teaching Laboratory	School of Nursing		Reproduction of ICU with manikins
Lab Storage	G023 Sudler	182	
Lab Storage	G024 Sudler	182	
Lab Storage	G025 Sudler	182	
KU Hospital	Adjacent hospital	539 bed hospital	Students have access for education including ICU shadowing experience

Table R-6-1 Summary of classroom and teaching laboratory space.

in the educational component of the DPT program.

R-7. The program has offices and other space of sufficient quantity and quality for core and associated faculty to carry out their *teaching*, advisement, and *service* activities efficiently and effectively.

The department has ample individual offices for the 15 core faculty within the department suite or near the faculty member's research laboratories. Only one of these units is shared by a part time faculty member, Dr. Yvonne Searls (0.8 FTE) and a faculty member working on her PhD, Lisa VanHoose. There is also private office space for four of the full-time faculty who teach in the PhD program and were not classified as core faculty for the purpose of this document (associated faculty). Table R-7-1 summarizes the office space.

Faculty Offices	Faculty Role	Room location	Space (sq ft)
Sandra Billinger	Core Faculty	G002A KLSIC	300
Linda Denney	Core Faculty	3048 Robinson	86
Kendra Gagnon	Core Faculty	3047 Robinson	89
Stephen Jernigan	Core Faculty	3054 Robinson	115
Patricia Kluding	Core Faculty	G006A KLSIC	300
Wen Liu	Core Faculty	3016 Robinson	94
Janice Loudon	Core Faculty	3015 Robinson	110
Patricia Pohl	Core Faculty	3018 Robinson	149
Carla Sabus	Core Faculty	3055 Robinson	133
Yvonne Searls	Core Faculty	2079 KLSIC	125
Neena Sharma	Core Faculty	3014 Robinson	121
Catherine Siengsukon	Core Faculty	3049 Robinson	82
Irina Smirnova	Core Faculty	2091 KLSIC	120
Lisa Stehno-Bittel	Core Faculty	3012 Robinson	213
Lisa VanHoose	Core Faculty	2079 KLSIC	125
Marshall Anderson	Associated Faculty	NA	
Carmen Cisterna	Associated Faculty	1003 Hogle	122
Nandini Deshpande	Associated Faculty	3013 Robinson	98
Heather Goist	Associated Faculty	1023 Kirmeyer Fitness Building	300
Jeff Radel	Associated Faculty	3005 Robinson	80
WenFang Wang	Associated Faculty	4011 Wahl Hall West	76
Storage Room	NA	3052A Robinson	210
Copy Room	NA	3052 Robinson	180
Conference Room A	NA	3026 Robinson	406
Conference Room B	NA	3027 Robinson	159

Table R-7-1: Faculty office space

In the past, guest lecturers and temporary faculty have been given an open office which they shared. However, at this time we are fully staffed, and there are no open offices. In response, we have developed a separate region within the department suite that can be used by guest lecturers and PhD students. The area is equipped with computers, internet access and printers. The only limitation with this area is that it is not private. Thus, when a guest lecturer needs to speak privately, typically with a student, they borrow another faculty member's office.

R-8. The program has, or has ensured access to, space for *core faculty* to fulfill their role as scholars.

The Department has ample research space in premier research buildings on campus. The research space and equipment is used for both the education of the DPT students and to allow faculty to fulfill their role as scholars. Thus, some of the space is listed in both R-7 and R-8. The PTRS faculty have an envious list of laboratory spaces on campus with labs in the new Kansas Life Science Innovation Center (KLSIC) and the relatively new Landon Center. The research laboratory space that is controlled by the PTRS faculty is listed in the Table R-8-1.

Table R-8-2 lists shared core facilities that the PTRS core faculty use regularly. A complete listing of equipment and supplies used in scholarship in the core faculty labs is included in Section R-11 of this document.

Table R-8-1: Research Laboratory Space for Core Faculty

Room usage	Room location	Total Space (sq ft)	Features	Faculty using the space	Are needs met
Diabetes Research Laboratory	2016 2022 KLSIC	1,300 950	Four wet lab benches, microscopy room, and adjacent to core facilities	Stehno-Bittel Searls VanHoose Smirnova	yes
Diabetes Research Laboratory	5016, 5017, 5018, WHW	780	Storage place for the diabetes research lab	Stehno-Bittel Searls VanHoose Smirnova	yes
Islet Biology Laboratory	2001 Wahl Hall East	400	Animal necroscopy room with microscopic dissection, tissue preparation room	Stehno-Bittel Smirnova	yes
Brain Behavior Laboratory	G031 CDU	742	Three testing rooms (two small, one large). Each room has computer(s) with software (Presentation, Labview) for testing and lesion analysis (Micro, Afni)	Siengsukon	yes
Functional Performance Laboratory	G027 CDU	781	Large testing room with two computers, parallel bars, table mat; office space with computer and printer	Pohl	yes
Georgia Holland	KLSIC	3,200	Treadmills (3); metabolic carts (2); Doppler ultrasound; EKG; Biodex System Pro 3; Lactate analyzer, NuSteps (2); cycle ergometer (2); resistance training equip., hi-lo mat, 4 computer workstations in lab	Kluding Billinger Jernigan Sharma	yes
Human Performance Laboratory	Center on Aging	2,500	Three office rooms, one dressing & bathroom, one daily activity room, one storage room, and one large testing area with Vicon system, balance perturbation system, and four force platforms.	Liu, Loudon	yes
Neuromuscular Research Laboratory	5 th Floor Robinson	1,825	Four office rooms, one testing room with InMotion 2 robot, two patient dressing rooms, one handicap accessible bathroom, one service area, and one large testing area with OPTOTRAK motion measurement system, Biodex system Pro 3, and Noraxon EMG.	Liu, Loudon	yes
General Clinical Research Center (GCRC)	GH04 Delp	800	Treadmill, metabolic cart (2), NuStep, EKG (2), DEXA, metabolic kitchen, EMG, arm cycle ergometer	Billinger, Kluding	yes
Lab Storage	G023	182	NA	All faculty	yes
Lab Storage	G024	182	NA	All faculty	yes
Lab Storage	G025		NA	All faculty	yes
Total square footage or research labs		??			

Table R-8-2: Shared Laboratory Facilities Utilized by Departmental Research Faculty

Room usage	Room location	Space (sq ft)	Features	Faculty using the shared core facilities	Are needs met?

Histology and Confocal Microscope Core	KSLIC	760	4 confocal microscopes including UV, and scope with environ. chamber	Stehno-Bittel Smirnova VanHoose	yes
Electron Microscope Core	Lied (Base-ment)	1200	Scanning and Transmitting Electron Microscopes	Searls Smirnova VanHoose	yes
Proteomics Core Laboratory	KSLIC	816	MALDI TOF, Proteomics analyzer, Electrospray Ion Trap Fourier Transform Ion Cyclotron Mass spectrometer, Triple Quadrupole (Quantum AM) equipped with nanoElectrospray source, Automatic MALDI Spotter	Smirnova	yes
Microarray Core	KLSIC	660	Affymetrix GeneChip® System	Stehno-Bittel Smirnova	yes
Rodent Behavior Facility	KLSIC G047 LAR Building 1002 1004 1005	800	Colborn Tru-Scan arenas for rats and mice, MED-Associated Rota-Rod, BASi Force-Plate Actimeters, DigiGait Imaging System, Grip Strength System, Thermal Analgesiometer, IITC Cold Analgesiometer, Mechanical Analgesiometry System, MiniMitter Telemetry	Sharma Smirnova	yes
Animal Physiology Room	KLSIC 2031	200	OxyFlow blood flow measurement system; Coda6 Non-invasive blood pressure measurement system; ADInstruments PowerLab system for cardiac function assessment, nerve conduction velocity, EMG and EKG.	Sharma Smirnova VanHoose	yes
Animal Surgery Room	KLSIC 2023	200	Set up for animal surgical procedure	Sharma Smirnova VanHoose	yes
Hoglund Brain Imaging Center	Hoglund Brain Imaging Ctr	11,500	3T Siemens Allegra head-only MRI system; 9.4T Varian MRI system	Siengsukon Sharma Smirnova	yes
Sleep lab	Local hotel	448	Nihon Kohden equipment for collection of the traditional polysomnographic parameters	Siengsukon	yes

R-9. The program has, or has ensured access to, adequate administrative and secretarial space, including storage.

The description of staff and their allocated space has been provided in Section R-3 of this document. The space is adequate for all needs. The space assigned to the three departmental support staff is provided in Table R-3-1. The Chair has administrative office space of 213 sq ft. The Co-Chair has administrative office space of 149 sq ft.

Much of the support work that would be done within a department is handled centrally at the University of Kansas Medical Center. The central offices are described in Table R-3-2 along with the assigned space for each group.

R-10. The program has, or has ensured use of, equipment, technology, and materials necessary to meet the curricular *goals* and *expected student outcomes*.

The program is responsible for ensuring that equipment and supplied used in the teaching laboratories are typical of those used in contemporary physical therapist practice, are sufficient

in number, and are available when needed. Table R-10-1 below lists the major pieces of equipment housed permanently in the department.

Table R-10-1

Equipment	Location
# Hi-Low Plinths	Sudler G027, G031
# Hi-Low mats	Sudler G027, G031
Traction Table	Sudler G027
Plasma screens with camera system	Sudler G027
7 auditorium-style classrooms with overhead projector systems, wireless computer access, and DVD and tape projection systems	1014 OM, 1023 OM, Clendening Auditorium, Lied Auditorium, 1050 SON, G008 SON; 1027 OM
Nu-steps	Georgia Holland; KLSIC G002
Treadmills	Georgia Holland; KLSIC G002
Velotron bike	Georgia Holland; KLSIC G002
Doppler ultrasound	Georgia Holland; KLSIC G002
Metabolic cart	Georgia Holland; KLSIC G002
Hi-Low mat	Georgia Holland; KLSIC G002
3 Ultrasound units	Sudler G025
2 Ultrasound/electrical stimulation units	Sudler G025
2 Paraffin units	Sudler G025
2 Hydrocollators	Sudler G025
5 compression pump units	Sudler G025
3 iontophoresis units	Sudler G025
4 TENS units	Sudler G025
2 NMES units	Sudler G025
Extremity whirlpool	Sudler G023

Frequently the faculty receive new pieces of equipment on loan from regional vendors for classroom instruction. This gives the students hands-on experience with technologically-advanced equipment available on the market. The loan mechanism provides the best approach to introducing the students to the latest technology. Table R-10-2 below, lists the equipment that the department receives annually on loan.

Equipment	Course	Vendor
Solaris (ultrasound/electrical stimulation units)	PTRS 705	Medical Outfitters
TENS units	Physical Therapy Interventions II	Empi
NMES units		Empi
Iontophoresis Dupel units		Empi
Diathermy unit		Magnatherm
Wound V.A.C. System		KCI
Bioness Functional Electrical Stimulation Units		Bioness

The university offers advanced technology to students. All classroom buildings on campus have wireless access to the internet. In

addition, students have access to internet-linked computers in a variety of settings including: 60 in the library, 3 in the PTRS Department, and ? in the Student Services Building. The university computers are loaded with Word Suite, Groupwise e-mailing system, and EndNote and statistical software (on department).

Expendable supplies and materials that are regularly available in the teaching laboratories include theraband, EKG leads, ultrasound gel, and similar items necessary for PT education.

R-11. The program has, or has ensured use of, equipment, technology, and materials necessary for each *core faculty* to pursue scholarly activities.

The department and the institution have worked hard to ensure adequate resources for each faculty member to pursue scholarly activities. Each faculty member recruited to the university is assigned ample space and a start-up package based on their needs.

Table R-11-1 summarizes the more expensive pieces of research equipment (> \$5000) that are utilized by the faculty. Most of these items are found within the individual research laboratories of the PTRS faculty, as indicated in the “oversight” column.

Table R-11-1

Equipment	Location	Faculty utilization	Oversight for equipment	Approximate value
Rodent Metabolic System	KLSIC	Smirnova	Smirnova	\$50,000
COPAS small particle biosorter	KLSIC	Stehno-Bittel	Stehno-Bittel	\$250,000
Fluoview confocal microscope	KLSIC	Smirnova, Searls Stehno-Bittel	Stehno-Bittel	\$200,000
Cell Culture incubators	KLSIC	Stehno-Bittel VanHoose Smirnova, Searls	Smirnova	\$30,000 4 x \$7,500 each
Commercial freezers	KLSIC, Wahl Hall West	Smirnova	Smirnova	\$40,000 4 x \$10,000 each
Flow hoods	KLSIC, Wahl Hall East	Stehno-Bittel Smirnova	Stehno-Bittel Smirnova	\$16,000 2 x \$8,000 each
3T Siemens Allegra head-only MRI system	Hoglund Brain Imaging Center	Siengskon Sharma	Hoglund Brain Imaging Staff	\$3,000,000
9.4T Varian MRI system	Hoglund Brain Imaging Center	Smirnova	Hoglund Brain Imaging Staff	\$2,500,000
3 Nikon confocal microscopes (1 with environmental chamber)	KLSIC	Stehno-Bittel	Core Microscope Staff	\$1,000,000
Rodent surgery area	2001 Wahl Hall East	Stehno-Bittel	Stehno-Bittel	\$50,000
2D PAGE system	KLSIC	Smirnova	Smirnova	\$10,000
MRXII Microplate Reader	KLSIC	Smirnova	Smirnova	\$10,000
Rodent treadmills	KLSIC	Stehno-Bittel VanHoose Smirnova, Searls	Smirnova	\$15,000
Computer integrated rodent running wheels	KLSIC	Smirnova	Smirnova	\$17,000
PowerLab Data acquisition system	KLSIC	Smirnova VanHoose	Smirnova	\$30,000
OPTOTRAK motion analysis system	5023 Robinson	Liu	Liu	\$73,000
InMotion 2 Training Robot	5023 Robinson	Liu	Liu	\$71,000
Biodex Pro3	5023 Robinson	Liu	Liu	\$30,000
Noraxon 8 channel telemetered EMG	5023 Robinson	Liu	Liu	\$23,000
S48K Electrical Stimulator	5023 Robinson	Liu	Liu	\$7,000
2 AMTI OR6-5 Force Platforms	5023 Robinson	Liu	Liu	\$7,000
Vicon Gait Analysis system with 6 cameras	Landon Center, Human Performance Lab (HPL)	Liu	Liu	\$140,000
4 AMTI force platforms	HPL	Liu	Liu	\$20,000
Postural control perturbation system	HPL	Liu	Liu	\$14,000
Biodex System Pro 3	KLSIC G002	Billinger Kluding Jernigan	Billinger Kluding	\$30,000

Doppler ultrasound	KLSIC G002	Billinger	Billinger	\$45,000
ParvoMedics, Metabolic carts (2)	KLSIC G002	Billinger Kluding	Billinger Kluding	\$30,000 (each)
Total approximate value of equipment administered by PTRS faculty				\$1,238,000

To assist faculty in obtaining needed equipment, the institution offers start-up packages for new hires and internal equipment grants. The Shared Equipment Grants offered by the KU Medical Center Research Institute provides grants from \$10,000 to \$60,000. In the past 10 years, PTRS faculty have successfully obtained 8 grants for new equipment through this mechanism.

In addition to technical support for equipment and instruments, technical biostatistical support is offered by the institution by the Department of Biostatistics. The Biostatistics Department is made up of 7 full-time biostatisticians, supported by 15 staff. The mission of the department is to provide an infrastructure of biostatistical and advanced informatics expertise to support and enhance the research, service, and educational needs of the University of Kansas Medical Center and its affiliates. The global objectives of the department are as follows:

- To provide a leadership role in biostatistical and advanced informatics research initiatives across the medical center
- To provide the biostatistics and advanced informatics cores for major initiatives such as this application
- To ensure that researchers have ready access to biostatistical and advanced informatics resources and support
- To provide the infrastructure and expertise for centralized and project specific database development, management and analysis
- To consolidate resources pertaining to biostatistics and advanced informatics

Grant planning, development and submission resources are available to faculty and students through the School of Allied Health/School of Nursing Office of Grants and Research (OGR). Dr. Pohl, a PTRS department faculty member, serves as the liaison from the School of Allied Health to the OGR. Assistance is available for long-term funding strategies and project development. The OGR will guide the grant applicant in preparing the budget, and offers “remodeling parties”, a grant review process prior to submission.

The Writing Consult Center was designed to promote scholarship from faculty through training in writing skills and guidance on writing and editing grants and publications. Initially developed to support the School of Medicine faculty, the center is now available to all faculty at KUMC.

The following services are provided:

- Individual, group or department consultations
- Editing manuscripts
- Editing journal articles
- Editing grant proposals
- Editing abstracts and papers for conferences

In addition, regular Writing Workshops by the center staff are conducted through the Faculty Professional Development Events.

R-12. The program has, or has ensured use of, equipment, technology, and materials for administrative, secretarial, and technical support of the program.

The departmental staff and the administration have ample equipment and technology to support the program. Each staff member has a computer and printer with standard software plus the full

Adobe suite, including Photoshop and Illustrator, Endnote, SPSS and Peoplesoft are other software programs available on the institutional computers. The Department has 3 laptop computers that faculty and staff can check out for special projects or when traveling, along with a portable projector. The department owns a video editing system and one of the staff is trained to create professional videos.

Computer Technology and Support

Technical support for the department is provided by a centralized support group for the School of Allied Health which allows for quick and personalized service, while still being able to leverage the knowledge of other IT Professionals on campus. This group defines standards and policies which ensure secure and compatible work environments for employees and students. Several different technology realms are combined to ensure this type of work environment while still maintaining security, performance, and compliance of all network devices. As incidents arise a ticketing system is used to ensure they are resolved in a timely and satisfactory matter.

The School technical support actively engages in the educational, research, clinical, and administrative units to assure the design and implementation of information systems and services that support their programs and activities. The time of response for computer technology requirements is very short. A recent survey indicated that when the request was listed as an ASAP priority, it was resolved within 24 hours, if listed as high priority the average time to resolution was 4 days. When the issue was listed as a medium priority, the average was 7 days, and planned changes were completed in 16 days. After each request is completed an on-line survey is finished by the client. Overwhelmingly, the critique of the School IT staff is positive. In the past 250 responses, there was only one response that did not rate the IT staff with the highest marks.

Education Technology

The Teaching & Learning Technologies (TLT) Department provides KUMC faculty, staff, students, and community with leadership and support for the successful integration of new and existing educational technology into KUMC learning environments. The office provides access to core teaching and learning technologies and support to be successful with the tools. Promising new technologies are explored by the department. As the technologies mature, those with the greatest potential to enhance teaching and learning are integrated into the KU core technologies, establishing a pattern of innovation and success.

Services available through TLT include:

- 1) The Computer Testing Center located on the ground floor of the Library provides group testing and scoring in a secure environment. Three testing rooms are available, two of which hold the PTRS classes. The faculty use these rooms frequently to give students opportunities in taking computerized exams.
- 2) TLT helps with all aspects of online courses from advising, designing, developing, training, teaching, and supporting the faculty and students.
- 3) The office converts old surveys or design new ones for information collection through the internet using VoVici EMF Feedback. Not only do TLT staff design the questionnaire, they deploy e-mail notifications to participants, manage the collected data, and report the results back to the faculty member.
- 4) Web conferencing is available with a program called Elluminate Live. The tool allows faculty and students to interact in an online environment in real time.

Historically, the faculty of the PTRS Department have been some of the first to integrate new programs into their classes. As evidence, the Department of TLT recognizes four faculty

annually who use technology in the classroom in novel and successful ways. The “Exemplary Courses” distinction allows faculty to showcase the use of technology in their classroom. In the past three years, four of the faculty chosen to have Exemplary Courses were from the PTRS Department. Only the School of Nursing has won more awards than the PTRS faculty. In addition, the PTRS 855 Pharmacology course won a national award, the ANGEL Impact Award of 2008.