This study is anchored on the philosophy of pragmatism and is aimed at formulating and proposing a proactive and pragmatic framework for the development of the physical therapy education in the new century. Since there are a lot of challenges that shall be encountered by the PT education in the new era, an appraisal of the program is found to be very crucial for its improvement.

The study employed the “Research and Development” method. There are three phases followed in this research. These are the electronic interview with international experts to determine global scenarios, database survey with academicians and interns to describe the status of physical therapy education in the Philippines and the formulation of a PT education development framework and its national experts.

The global scenarios and the challenges in the new era initially identified and the described by some 13 international respondents while 44 academicians and 120 interns described the status of the different areas of the education program. Lastly, seven national experts validated the proposed framework.

Changes in health care delivery, health care cost, globalization, better educational opportunities, total patients outcome and information technology are top ranking factors likely to affect the profession in the new century. These factors necessitate changes in the professional development, professional practice, and personal values of physical therapist. Continuing commitment to professional development, research competence, evidence-based practice, orientation to aging population, and integrity and flexibility are some of the important competencies and values required in physical therapist.

Most of the problems and concerns identified in the database survey are in the areas of employment, research and extension,
library, facilities and faculty. The development framework identifies changes that need to be undertaken along curriculum development, faculty development, school facilities improvement, and redefinition of the roles of the Commission on Higher Education, Board of Physical Therapy, PT professional organizations, and the government and industry.

By way of conclusion, the development framework for physical therapy education is highly valid as to content and is recommended for consideration by the stakeholders.