Assessment of Student Learning Plan: Occupational Therapy

Review of 2012-13 Academic Year

University of Southern Maine

A. College, Department or Program, Date

College ____________________________ LAC____________________
Department or Program ___________ MOT_______________
Date ___________ 5/29/13__________________

B. Department or Program Chair: ___ Roxie M. Black____________________
*(person responsible for completing this form)

C. Degree or other Program: Master in Occupational Therapy (MOT)_________________

D. Assessment of Student Learning

1: Has your department identified any Student Learning Outcomes? (What are students able to do by the end of your program?)

a. List the most important student learning outcomes (3-5) that have been agreed upon in your department. Then, identify which student learning outcome (1-2) was assessed this past year.

MOT Student Outcomes are attached. The numbers in the right hand column indicate course numbers where they are primarily addressed and met

b. If your department/program does NOT have any student learning outcome statements yet, please check here______.

2: How and When will the Learning Outcomes be assessed?

a. Briefly describe the forms of evidence that were utilized this past year to demonstrate students’ accomplishment of the learning outcome(s) selected, and when you implemented the assessment.

MOT Assessment Plan and results are Attached

b. If your department/program did NOT assess any outcomes in the past year, please check here______.
3: How did you use the Assessment results to Improve Student Learning?

a. Briefly describe your unit’s process for using the assessment data to improve student learning, and state what improvements or changes are being planned based upon the assessment results.

The MOT faculty meet weekly and regularly included discussions about results of assessments. Additionally we hold one- or two-day retreats twice yearly to discuss curricular changes based on feedback from our assessment process

b. If your department has NOT reviewed any assessment results in the past year, please check here_______.

# University of Southern Maine
## Master of Occupational Therapy Program

## Schedule of Program Evaluation Assessments

<table>
<thead>
<tr>
<th>Objective</th>
<th>Assessment Used</th>
<th>Benchmark</th>
<th>Timeframe</th>
<th>How Used</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluate students’ perception of and satisfaction with the program</td>
<td>Student Survey</td>
<td>85% of students will be satisfied or very satisfied with the program</td>
<td>August following first year</td>
<td>To determine curricular needs/changes</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>August following second year</td>
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<tr>
<td></td>
<td>Graduate Survey</td>
<td>75% of students get a job within 3 months of graduation.</td>
<td>December, one year following graduation</td>
<td>To determine curricular needs/changes</td>
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<tr>
<td></td>
<td></td>
<td>90% of students are satisfied or very satisfied with the program</td>
<td></td>
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<tr>
<td>Evaluate students’ knowledge, skills, abilities, and attitudes</td>
<td>Student Evaluation of Level I FW</td>
<td>Must get 75% of “yes” responses.</td>
<td>Following each Level I FW experience</td>
<td>If the benchmark is not met, the faculty will meet to determine whether to continue using the site.</td>
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<tr>
<td></td>
<td>Student Evaluation of Level II FW</td>
<td>All items in the Academic Preparation section must be passed at the 75% level</td>
<td>Following each level II FW. Analyzed in the aggregate in February</td>
<td>If the benchmark is not met, the faculty will analyze the responses to consider the need for curricular change.</td>
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<tr>
<td></td>
<td>NBCOT Certification Exam</td>
<td>The 3-year pass rate will exceed the national average</td>
<td>Examined annually through NBCOT website</td>
<td>If not met, the program director and faculty will analyze the areas where</td>
</tr>
</tbody>
</table>
students are not performing well and make changes to the curriculum to improve that particular area.

<table>
<thead>
<tr>
<th>Evaluation Type</th>
<th>Details</th>
<th>Frequency</th>
<th>Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Grades and GPA</strong></td>
<td>90% of the students will pass all courses with a B- or better. 90% of students will maintain a GPA of 3.0 or better.</td>
<td>Evaluated each semester</td>
<td>Advisors will assess this at the end of each semester to determine students’ successful progression through the program.</td>
</tr>
<tr>
<td><strong>Level I FW Evaluation</strong></td>
<td>95% of students will pass their level I FW experiences</td>
<td>Analyzed in the aggregate in June</td>
<td>To determine students’ progression.</td>
</tr>
<tr>
<td><strong>Level II FWE</strong></td>
<td>85% of students will pass their Level II FW experiences</td>
<td>Analyzed in the aggregate in February</td>
<td>To determine students’ progression and to review needs/changes in the curriculum.</td>
</tr>
<tr>
<td><strong>Employer Survey</strong></td>
<td>85% will indicate satisfied (3) or very satisfied (4) with employee performance</td>
<td>Every two years in August</td>
<td>To determine if we are meeting the needs of the field, and to make curricular changes if needed.</td>
</tr>
<tr>
<td><strong>Professional Behaviors Assessment</strong></td>
<td>90% of students will pass the professional behaviors assessment.</td>
<td>Fall of year I and once during second year</td>
<td>To monitor and give feedback to students’ about appropriate behaviors for fieldwork and employment. To determine whether students’ may continue in the program.</td>
</tr>
<tr>
<td>Students’ Progression Through the Program</td>
<td>Advisor’s use of student progression through the program form</td>
<td>85% of students will progress through the program successfully</td>
<td>At the end of each semester</td>
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<tr>
<td>Evaluate the overall efficacy of the program</td>
<td>Course Review</td>
<td>Faculty will review the curriculum and courses a minimum of once yearly</td>
<td>Faculty will meet once in December and again in May to review the courses of the previous semester.</td>
</tr>
<tr>
<td>Advisory Board Survey</td>
<td>85% indicate agree or strongly agree to #7 (faculty utilized assistance/information offered by board members) and #9 (graduates of the MOT program are well prepared)</td>
<td>Annually at the last meeting of the academic year.</td>
<td>To assure that the program is effectively using the resources of the board members, and to determine if the students are learning what they need to be effective in the field.</td>
</tr>
<tr>
<td>Evaluate Faculty Effectiveness</td>
<td>Course Evaluations</td>
<td>85% of student responses will fall in the 3 – 4 areas</td>
<td>At the end of each course.</td>
</tr>
<tr>
<td></td>
<td>Faculty Professional Development Forms</td>
<td>Faculty will meet 80% of their goals on the PD forms within a year’s time</td>
<td>Assess previous forms and develop new goals every fall.</td>
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</tbody>
</table>
**STUDENT OUTCOMES**

I. PROFESSIONAL PRACTICE SKILLS

**ATTITUDES**

1. Value the role of occupational therapy across a variety of contexts.  
   - 501, 505, 603, 604

2. Appreciate the benefit of client-centered and caring interactions with others.  
   - 502, 503, 505, 603, 604

3. Respect the role and influence of occupation on human behavior  
   - 501, 502, 505, 603, 604

**KNOWLEDGE**

4. Generate practice strategies throughout the Occupational Therapy Process that clearly value and reflect occupational therapy theory  
   - 505, 603, 604

5. Consider the scientific foundations of health and disability and the transactional nature of these concepts on occupational performance  
   - 505, 608, 614, 615

6. Understand how occupational science supports the practice of occupational therapy  
   - 502

**SKILLS**

7. Design and implement an evidence-based approach to the occupational therapy process to effectively enhance occupational performance.  
   - 501, 505, 603, 608

8. Select and defend the use of preparatory, purposeful, and occupational based strategies in occupational therapy practice  
   - 603, 604, 608

9. Communicate effectively to clearly express ideas and knowledge in a thoughtful, organized, and professional manner as they relate to person, occupation, and context.  
   - 503, 504, 506, 512, 603, 608

10. Within the context of occupational therapy apply the concepts of occupation to individuals and populations and be able to articulate these concepts to others.  
    - 501, 502, 505, 603, 604, 608
II. PROFESSIONAL ATTITUDES/BEHAVIORS

ATTITUDES

1. Value the importance of ethical behavior and the core values of the occupational therapy profession within the context of societal and professional expectations

2. Acknowledge the importance of life long learning and professional development

3. Value the importance of self-knowledge and personal growth as a foundation for therapeutic use of self.

KNOWLEDGE

4. Understand and apply the AOTA Code of Ethics, core values and attitudes of occupational therapy, and AOTA standards of practice.

SKILLS

5. Define and pursue a process of personal and professional growth, and identify the development of their emerging professional identity.

6. Recognize and articulate their own values, beliefs, biases, strengths and weaknesses and how these influence their ability to become reflective practitioners.

III. LEADERSHIP

ATTITUDES

1. Appreciate the importance of leadership and advocacy as critical to the profession of occupational therapy.

2. Be motivated to create opportunities to develop their individual leadership style.
### KNOWLEDGE

3. Investigate a variety of leadership concepts and consider the vast context within which these concepts can occur.

4. Recognize innovative ways to advocate for the profession and its consumers.

### SKILLS

5. Identify and practice leadership skills within a variety of contexts.

### IV. CITIZENSHIP

#### ATTITUDES

1. Demonstrate an understanding of citizenship and its relationship to health and wellness, occupational justice and occupational choice.

2. Informed by concepts regarding cultural competence, respect the uniqueness of individual and group choices surrounding occupational pursuits.

### KNOWLEDGE

3. Identify the socio-cultural, political, health, and wellness contexts within which advocacy occur.

4. Understand and appreciate the role of occupation in the promotion of health and wellness and the prevention of disease and disability for the individual, the family, and society.

### SKILLS

5. Promote occupational therapy through education of others (for example, other professionals, consumers, third party payers, and elected officials)
6. Explain the advantages of membership in organizations that support the occupational therapy profession and its consumers

7. Identify a personal working definition of citizenship as it relates to society, occupation and the profession

### V. ANALYTICAL SKILLS

#### ATTITUDES

1. Appreciate the necessity of analytical problem solving as an integral part of the OT process

2. Value the importance of scholarly activities that contribute to the development of the body of knowledge and evidence relevant to OT

#### KNOWLEDGE

3. Understand professional reasoning processes necessary for reflective OT practice

4. Understand various methodologies and components of research design in order to critically analyze.

5. Implement research used to support practice and the continued development of the profession.

#### SKILLS

6. Demonstrate effective entry level professional reasoning in occupational therapy.

7. Exhibit competence in designing, implementing, analyzing, and presenting research important to occupational therapy.
8. Utilize professional research literature as evidence in making informed practice decisions.