

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

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

				students are not performing well and make changes to the curriculum to improve that particular area.
	Course Grades and GPA	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.	Evaluated each semester	Advisors will assess this at the end of each semester to determine students' successful progression through the program.
	Level I FW Evaluation	95% of students will pass their level I FW experiences	Analyzed in the aggregate in June	To determine students' progression.
	Level II FWE	85% of students will pass their Level II FW experiences	Analyzed in the aggregate in February	To determine students' progression and to review needs/changes in the curriculum.
	Employer Survey	85% will indicate satisfied (3) or very satisfied (4) with employee performance	Every two years in August	To determine if we are meeting the needs of the field, and to make curricular changes if needed.
	Professional Behaviors Assessment	90% of students will pass the professional behaviors assessment.	Fall of year I and once during second year	To monitor and give feedback to students' about appropriate behaviors for fieldwork and employment. To determine whether students' may continue in the program.

Students' Progression Through the Program	Advisor's use of student progression through the program form	85% of students will progress through the program successfully	At the end of each semester	To keep a timely account of students' progression in order to advise effectively.
Evaluate the overall efficacy of the program	Course Review	Faculty will .review the curriculum and courses a minimum of once yearly	Faculty will meet once in December and again in May to review the courses of the previous semester.	To regularly review the effectiveness of the courses and pedagogy used. Results assist in revising courses for the following year.
	Advisory Board Survey	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)	Annually at the last meeting of the academic year.	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.
Evaluate Faculty Effectiveness	Course Evaluations	85% of student responses will fall in the 3 – 4 areas	At the end of each course.	To assist in faculty effectiveness and mentoring.
	Faculty Professional Development Forms	Faculty will meet 80% of their goals on the PD forms within a year's time	Assess previous forms and develop new goals every fall.	To assist faculty in progressing effectively in their careers.

STUDENT OUTCOMES

I. PROFESSIONAL PRACTICE SKILLS	
<i>ATTITUDES</i>	
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
<i>KNOWLEDGE</i>	
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
<i>SKILLS</i>	
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

505, 506, 507,
603, 604

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

501, 504, 506

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

503, 505, 603,
Prof Beh.

KNOWLEDGE

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

506, 507, 603

SKILLS

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

503, 616,
Prof Beh.

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

503, 507,
603, 604

III. LEADERSHIP

ATTITUDES

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

501, 506,
603, 604

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

506, SOTA

<p><i>KNOWLEDGE</i></p> <p>3. Investigate a variety of leadership concepts and consider the vast context within which these concepts can occur.</p> <p>4. Recognize innovative ways to advocate for the profession and its consumers.</p>	<p>506</p> <p>506, 507, 510</p>
<p><i>SKILLS</i></p> <p>5. Identify and practice leadership skills within a variety of contexts.</p>	<p>SOTA</p>
<p>IV. CITIZENSHIP</p>	
<p><i>ATTITUDES</i></p> <p>1. Demonstrate an understanding of citizenship and its relationship to health and wellness, occupational justice and occupational choice.</p> <p>2. Informed by concepts regarding cultural competence, respect the uniqueness of individual and group choices surrounding occupational pursuits.</p>	<p>502, 506, 507, 603</p> <p>503, 505, 507, 603, 604</p> <p>506, 507, 604</p>
<p><i>KNOWLEDGE</i></p> <p>3. Identify the socio-cultural, political, health, and wellness contexts within which advocacy occur.</p> <p>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.</p> <p><i>SKILLS</i></p> <p>5. Promote occupational therapy through education of others (for example, other professionals, consumers, third party payers, and elected officials)</p>	<p>506, 507, 604</p> <p>501, 502, 507</p> <p>506, 510, 603, 604</p> <p>501, 506, SOTA</p>

6. Explain the advantages of membership in organizations that support the occupational therapy profession and its consumers	506, 507
7. Identify a personal working definition of citizenship as it relates to society, occupation and the profession	
V. ANALYTICAL SKILLS	501, 505, 603, 604
<i>ATTITUDES</i>	504, 512, 603, 604, 608, 614, 616
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	501, 505, 603, 604
<i>KNOWLEDGE</i>	501, 504, 512, 616
3. Understand professional reasoning processes necessary for reflective OT practice	501, 504, 512, 616
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.	505, 603, 608, 614, Level I & II FW.
<i>SKILLS</i>	
6. Demonstrate effective entry level professional reasoning in occupational therapy.	504, 512, 614, 616
7. Exhibit competence in designing, implementing, analyzing, and presenting research important to occupational therapy.	505, 603, 604, 608, 614

8. Utilize professional research literature as evidence in making informed practice decisions.	
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