

Master of Occupational Therapy
Program Review
Spring 2006

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2.) Proposed changes & Rationale: We made a number of minor revisions in our curriculum based on our Program Assessment but only have 3 changes that require Ed Policy approval.

- **Change *MOT 255* to *MOT 355*:** A higher number better reflects the level of this course. This course is targeted towards students who have been accepted into the MOT Program or are in the process of applying. It is a Blackboard course that requires the student to be a fairly active and independent. We feel a higher course number will help students make a better decision regarding the timing of course enrollment.
- **Combine *MOT 420 Fundamentals of Purposeful Activity (3 cr.)* and *MOT 430 Introduction to Group Theory (2 cr.)* into *MOT 425 Fundamentals of Individual and Group Treatment (5 cr.)* and offer in fall semester of the first year:** This will combine the content from both courses. Most importantly it will eliminate a required Winterim course. This change is possible as we plan to offer MOT 410 (3 credit fall course) the week before fall semester. In previous years, students started in MOT 410 the week before classes completing this course at midterm, participated in other fall courses, attended Winterim and then began spring coursework. Removing MOT 410 from the fall semester class schedule allowed us to move MOT 420 to the fall eliminating the Winterim coursework and allowing students a needed break between semesters.
- **Add 1 credit hour to *MOT 467 Psychosocial Interventions Across the Lifespan*:** This better reflects the amount of content covered in this course. An increased credit hour will allow for more of the content to be covered in class and will improve the quality of course delivery. We are able to accommodate the change in this class by offering our MOT 465 Pediatric Level I Fieldwork in a different format. In the past the Pediatric Level I Fieldwork was offered once/week during the semester. We plan to have students complete this experience before and after the spring semester. Removing the fieldwork experience from their weekly schedule allowed us to make this change.

3) **OVERALL DESCRIPTION OF THE DEPARTMENT AND ITS PROGRAMS**

**** Review of the program's description in the current catalog for accuracy and adequacy.***

Occupational Therapy is a health and rehabilitation profession that helps people regain, develop, and build skills that are important for independent functioning, health, well being, security, and happiness. Occupational Therapists address psychological, social, physical, and environmental factors that impede independent functioning in all aspects of life. This unique perspective is reflected in our curriculum design emphasizing health, occupation, professionalism, and ethical integrity. Prior to entering the MOT program, students receive a strong foundation in the liberal arts completing a minimum of two years of pre-requisite coursework. The professional phase of the program is arranged in life-span development and includes five semesters on campus with the final semester including 24 weeks of full-time field experience. With this three-year format, students will have the opportunity to enroll in electives, special topics, or independent study courses that will enrich their educational experience. In addition to this, the MOT program has an Assistive Technology Lab that serves as a resource center offering free assistive technology services to health-care professionals and the community. Students will have the opportunity to study and work in this area.

St. Ambrose's Master of Occupational Therapy program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA); 4720 Montgomery Lane, PO Box 31220, Bethesda, MD 20824-1220. Telephone: (301) 652-2682. Program graduates are eligible to sit for the national certification examination administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an occupational therapist (OTR). (Please note that students will be asked to answer questions related to felony convictions when applying to take the exam). In Iowa, and most states, a professional license is also required for practice. The NBCOT exam typically serves as the licensing exam but students will need to apply separately for licensure.

****Significant changes since the last program review***

Our program underwent significant changes in 2000 for two reasons. One was moving the program from a baccalaureate level to an entry-level master's program. The other was to comply with the new Educational Standards adopted by ACOTE in 2000. All of these changes were a part of our last Program Review. When initially altering our curriculum to comply with the 2000 ACOTE Educational Standards, we interpreted the prerequisite standards more strictly than intended by ACOTE. Upon discovering this, we sought and successfully received approval from Ed Policies to make our prerequisites less prescriptive and more in line with other programs and the intent of the ACOTE Standards. These were the only changes from 2000-2003.

After graduating a few classes from the entry-level Master's Program, gaining feedback from these alumni, and conducting our on-going program assessment, we made additional changes. These are summarized in the following table which is organized outlining our educational goals.

Changes in MOT Program since last Review

Goal 1: The MOT Program will develop competent entry-level occupational therapists whose knowledge is well developed and best occupational practice is guided by clinical reasoning and evidence-based decisions.		
Goal 2: Students will be competent in assessment, treatment planning and intervention, documentation, and team collaboration.		
2003	2004	2005
<ul style="list-style-type: none"> • Evidence based practice examples, assignments and discussion throughout curriculum • Added pathology course to increase understanding of conditions • Restructured pharmacology course to align with pathology course • Research content expanded to 4 course • Expanded OT/OTA content • Implemented FW tracking form • Added an additional hour to all interventions courses • Added Psychosocial course • Revised content in Advanced Lifespan Interventions course • Revised documentation assignments to mimic the practice setting 	<ul style="list-style-type: none"> • Changes in transfer competency in OS III • APA information moved to History as it fits more into context, dropped mandatory outside of class session • Student goals in FW I profession based; assignments based on threads • Research paper in pathology changed to exploring what is new in medical management with this diagnosis • Integrated new practice framework into Adult • Use of a research portfolio • Bridging assignment in FWII to curriculum 	<ul style="list-style-type: none"> • Orientation removed from first week • AEA Assistive Tech Module moved to OS I • KELS and COPM done in Psychosocial class • Driving and low vision added to OT III • Ergonomics assignment in OS II
Goal 3: The MOT Program will foster ethical integrity and attitudes in students and faculty.		
<ul style="list-style-type: none"> • Added Ethics pre-requisite • Developed Level I FW assignments to increase student awareness of ethical issues included in practice 	<ul style="list-style-type: none"> • Higher scores on professionalism reflect changes in curriculum 	<ul style="list-style-type: none"> • No concerns, continue to assess – is a strength of program
Goal 4: The MOT Program will engender sensitivity and convey respect for the inherent God-given dignity and worth of all individuals and the belief that all human beings have a right to reach their maximal potential through occupation.		
<ul style="list-style-type: none"> • Incorporated Independent Study courses • Developed Level I FW assignments to increase awareness of occupation • Revised Professional Characteristics Summary 	<ul style="list-style-type: none"> • Added Remediation assignments of students who have gotten a “C” 	<ul style="list-style-type: none"> • Identify if any students receive a score of 2 or lower on Professional Expectations Summary and develop a standard policy for handling

Goal 5: Promote the belief in the power of occupation to restore and maintain health and prevent dysfunction.		
	<ul style="list-style-type: none"> • Assignment kits made on FW II • Students better at articulating occupation 	<ul style="list-style-type: none"> • No concerns, continue to assess – strength of program
Goal 6: Provide students with the problem-solving strategies and tools to adapt and respond to the current and future practice environments.		
<ul style="list-style-type: none"> • Expanded Level I fieldwork experiences • Technology added to all OS courses • Consultation assignment added to Clinical Reasoning course • Added Special topics and Independent Study courses to the curriculum • Revised content and assignments in Clinical Reasoning course 	<ul style="list-style-type: none"> • Goal met, continue to assess 	<ul style="list-style-type: none"> • FW journal and binder available for use in class discussions
Goal 7: Establish an atmosphere of leadership, service, and community and profession.		
<ul style="list-style-type: none"> • Promoted and mentored students to present at conference; now use as a benchmark • Initiated alumni newsletter which, is now used as part of the program assessment • Pre-OT Club formed • “Lunch and Learn” program initiated • Developed Assistive Technology Lab • Developed web page 	<ul style="list-style-type: none"> • Student won Maddak award • Initiate tracking of presentations by students • Also track attendance of alumni/students at continuing education • Expanded community offerings in assistive technology • Started home assessments as part of Rebuilding Together 	<ul style="list-style-type: none"> • Move encouragement of IOTA and AOTA student membership to spring orientation.
Goal 8: Cultivate life-long learners with a strong will to contribute to the profession and society.		
<ul style="list-style-type: none"> • In conjunction with faculty, Pi Theta sponsors an annual OT Student Conference • Pi Theta collaborating with Quad City OT Association for program offerings 	<ul style="list-style-type: none"> • Expanded continuing education offerings • Offering continuing education in conjunction with community agencies • New grads starting journal clubs in clinic 	

*** Any outside consultations since the last program review and any subsequent program effects of such consultations**

Our program has benefited from a couple of outside consultations since the last program review. These included curriculum workshops sponsored by the American Occupational Therapy Foundation (AOTF), accreditation workshops sponsored by the American Occupational Therapy Association (AOTA) and Accreditation Council for Occupational Therapy Education (ACOTE), and our actual on-site accreditation visit.

As mentioned above, our department participated in regional curriculum workshops offered by the American Occupational Therapy Foundation. The purpose of these workshops was to assist educational programs in their efforts to comply with the revised educational standards adopted by ACOTE in 2000. These workshops consisted of three 2-3 day meetings over a 12-18 month period that included extensive preparation and follow-up work by the entire department. These workshops provided us the opportunity to work with three different consultants and to receive in-depth feedback regarding our program and curriculum. This experience assisted in preparation of our self-study document and the on-site visit that occurred in June of 2004 as part of the re-accreditation process.

Also in preparation for our on-site visit, members of our department attended different workshops sponsored by AOTA and ACOTE. A panel of experts conducted each of these workshops and consulted on course content and program policies and procedures.

Our department underwent the on-site re-accreditation visit in June of 2004. Two members of ACOTE conducted the visit. In addition to determining compliance with the educational standards and accreditation status, these individuals consulted on various aspects of the program. Our program was re-accredited and will be reviewed again in 2010-11. In the interim we will submit biennial reports to ACOTE to maintain our accreditation status. Please note that as part of this accreditation process, we were asked to provide evidence of meeting approximately 100 standards mandated by ACOTE. These standards have been included for your review. In addition, the entire self-study document is available for review upon your request.

*** Any long-range plans (next five years) for the department**

- 1) Our department hopes to offer a post-professional masters degree to baccalaureate trained occupational therapists starting in 2007-08. This degree would be for experienced clinicians; our current degree offering is for the entry-level practitioner. The curriculum and proposed timeline were developed and submitted to planning. If approved by the planning committee, we will seek Educational Policies approval during the 2006-07 academic year.
- 2) As part of this advanced degree we hope to offer some assistive technology courses. Our department developed an Assistive Technology Certificate program last year. The Educational Policies Committee approved it at that time. The university is supportive of this venture but has been unable to fund. In addition to grant proposals that have already been submitted we will continue to explore funding possibilities. Once funding is received, we plan to move ahead on this project.
- 3) Our department currently is involved in study abroad in a couple of ways. We offer an opportunity for students to travel to Ecuador and Brazil and complete

a Special Topics course. In addition, we have collaborated with faculty from Carlow and have developed a plan of study for pre-OT students interested in a semester study abroad during their sophomore year. These programs have been well-received by the students and we hope to continue to strengthen and develop opportunities in this area.

- 4) Our department is involved in planning academic space for a new health science building. This is an on-going project that involves collaborating with the other health science programs, administration, architects, and the advancement office for both planning and fundraising for this academic space.

4) ASSESSMENT OF THE DEPARTMENT AND ITS PROGRAMS

A) Departmental Major Assessment Plan

1) Departmental Mission Statement

The Master of Occupational Therapy (MOT) Program reflects the institutional commitments that stress excellence in teaching and learning, facilitation of scholarship, and service to others. The MOT Program advances the St. Ambrose mission through three major endeavors: 1) providing quality educational experiences in an intimate learning environment that enhances the physical, mental, emotional, and spiritual development of students; 2) promoting the public good by mentoring students as they become competent, ethical, sensitive professionals capable of influencing the health and well-being of individuals and society, and 3) by infusing students with high aspirations and commitment to engage in best practices through life-long learning in order to address challenges to occupational performance now and in the future.

2) Learning Objectives for the MOT Curriculum

**** Describe student learning objectives which flow from the departmental mission***

The goals of the MOT program reflect the missions of the University and the MOT Department. These goals are achieved through integration of the liberal arts and science curriculum into the professional education of the student.

The goals of the program are to:

1. Develop competent entry-level occupational therapists whose knowledge is well developed and best occupational practice is guided by clinical reasoning and evidence-based decisions.
2. Students will be competent in assessment, treatment planning and intervention, documentation, and team collaboration.
3. Foster ethical integrity and attitudes in students and faculty.
4. Engender sensitivity and convey respect for the inherent God-given dignity and worth of all individuals and the belief that all human beings have a right to reach their maximal potential through occupation.
5. Promote the belief in the power of occupation to prevent disability and maintain health.
6. Provide students with the problem-solving strategies and tools to adapt and respond to the current and future practice environments.
7. Establish an atmosphere that fosters the importance of leadership, service, and scholarship in the community and the profession.
8. Cultivate life-long learners with a strong will to contribute to the profession and society.

3) Methods for Assessment in the Major

a) *Uses multiple methods*

Our departmental assessment plan uses a variety of tools to gather data. These include but not are limited to: course evaluations, certification exam results, MOT curriculum committee feedback, exit interviews with students, fieldwork evaluation, and employer and alumni surveys. See Program Evaluation Outcomes Chart below for a description of the tools used to evaluate each goal.

b) *Explains why methods chosen*

We selected the tools listed in the Program Evaluation Outcomes chart to provide both a breadth and depth of information. It utilizes information gathered from a variety of sources such as students, employers, faculty, alumni, and standardized testing. Gathering data from these sources and tools allows us to confidently make curriculum and program changes.

**Master of Occupational Therapy
Program Evaluation Outcomes Chart**

Goals and Outcomes	Source of Indicators
<p>Goal 1: The MOT program will develop competent entry-level OTs whose knowledge is well developed and clinical reasoning and evidence-based decisions guide best occupational practice.</p> <p>Goal 2: Develop entry-level occupational therapists competent in assessment, treatment planning and intervention, documentation, and team collaboration.</p>	<ul style="list-style-type: none"> • FWPE II: Questions 9,16,32,33 • Certification Exam passage rate • Alumni Surveys • Employer surveys • University course evaluations • Summative feedback by curriculum committee • FWPEI
<p>Goal 3: The MOT program will foster ethical integrity and attitudes in students and faculty</p>	<ul style="list-style-type: none"> • FWPE I • FWPE II: 1 • Professional Expectations Summary • Alumni Surveys • Employer Surveys • Yearly summative feedback
<p>Goal 4: The MOT program will engender sensitivity and convey respect for the inherent God-given dignity and worth of all individuals and the belief that all human beings have a right to reach their maximal potential through occupation.</p>	<ul style="list-style-type: none"> • FWPE I • FWPE II: 42 • Professional Expectations Summary • Alumni Surveys • Employer surveys <ul style="list-style-type: none"> • Yearly summative feedback • Department Meetings
<p>Program Goal 5: Promote the belief in the power of occupation to restore and maintain health and prevent dysfunction.</p>	<ul style="list-style-type: none"> • Feedback from Program and Clinical Advisory Meetings • FWPE II: Question 5 <ul style="list-style-type: none"> • Yearly summative feedback

<p>Goal 6: Provide students with the problem-solving strategies and tools to adapt and respond to the current and future practice environments</p>	<ul style="list-style-type: none"> • Alumni surveys • Employer surveys • FWPEI • FWPEII: 14, 24 • Yearly summative Feedback
<p>Goal 7: Establish an atmosphere that fosters the importance of leadership, service, and scholarship in the community and the profession.</p>	<ul style="list-style-type: none"> - Alumni surveys - Professional organization membership lists - # of students attending conferences/ poster presentations at AOTA conference - # of Pi Theta members - # of submissions for Maddak awards
<p>Goal 8: Cultivate life-long learners with a strong will to contribute to the profession and society.</p>	<ul style="list-style-type: none"> • Alumni attendance at continuing education offerings • Alumni Newsletter folder • Alumni surveys • Student portfolios and alumni newsletter folder • Professional organization membership lists

c) Provides feedback to students so have methods of self-assessment beyond grades

Our faculty meet with students each semester to review their portfolio, discuss coursework, fieldwork performance, and academic progress. At a minimum, we provide formal feedback on professional behaviors annually. This data is gathered by collecting input from the entire faculty. Students also receive feedback on their fieldwork performance from both their clinical and academic supervisor during each experience. These formal sessions are not the only time that feedback is provided. Our faculty meets twice monthly. Time is allotted at each meeting to address student issues. If concern arises regarding a specific student, course instructors and/or the advisor schedule an advising session with the student. This provides a mechanism to address issues early.

d) Explains how each objective is being met by the curriculum

We have included charts that list the educational goals of our department and the courses that address these goals. Please note we also included the chart contained in our self-study document for ACOTE that demonstrates where and how we meet the educational standards required for occupational therapy programs.

MOT Educational Goals and Courses that Address these Goals

GOAL	COURSES
Goal 1: Develop competent entry-level occupational therapists whose knowledge is well developed and best occupational practice is guided by clinical reasoning and evidence-based decisions.	410, 425, 460, 467, 530, 535, 540, 550, 560, 570, 575, 600, 630, 640, 645, 650, 655, 660, HS 500, HS 501
Goal 2: Develop entry-level occupational therapists competent in assessment, treatment planning and intervention, documentation, and team collaboration.	425, 460, 467, 530, 535, 540, 550, 560, 570, 640, 650, 655, 660
Goal 3: Foster ethical integrity and attitudes in students and faculty.	255, 410, 425, 450, 467, 535, 545, 575, 600, 630, 640, 645, 650, 655, 660
Goal 4: Engender sensitivity and convey respect for the inherent God-given dignity and worth of all individuals and the belief that all human beings have a right to reach their maximal potential through occupation.	255, 410, 425, 450, 460, 467, 530, 535, 560, 640, 650, 655, 660
Goal 5: Promote the belief in the power of occupation to restore and maintain health and prevent dysfunction.	255, 425, 450, 460, 467, 530, 535, 560, 640, 650, 655, 660, HS 500
Goal 6: Provide students with the problem-solving strategies and tools to adapt and respond to the current and future practice-environments.	410, 425, 467, 530, 535, 545, 630, 640, 650, 655, 660, HS 500, HS 501
Goal 7: Establish an atmosphere that fosters the importance of leadership, service, and scholarship in the community and the profession.	467, 535, 545, 575, 600, 630, 645, 650, 655, 660, SOTA, Pi Theta, Portfolio
Goal 8: Cultivate life-long learners with a strong will to contribute to the profession and society.	425, 460, 467, 530, 560, 545, 575, 600, 630, 640, 645, 650, 655, 660, Portfolio

**COMPARISON OF COURSES WITH ACOTE
1998 STANDARDS FOR THE OCCUPATIONAL THERAPIST**

**O T
FORM C**

For each Standard, please list the course(s) that primarily satisfy the requirements of that Standard by (1) course number(s); and (2) page number(s) on which the course description (Form B) appears in the Report of Self-Study. (Do not include Level II fieldwork.) Multiple courses may be listed for each Standard in the two columns provided.

STANDARD	STANDARD DESCRIPTION	COURSE #	PAGE #	COURSE #	PAGE #
B.1.1	Oral and written communication skills.	255, 410, 420, 430, 450, 460, 465, 467, 500, 530		535, 560, 566, 570, 575, 630, 640, 645	
B.1.2	Logical thinking, critical analysis, problem-solving, and creativity.	420, 430, 440, 465, 467, 470, 500, 540, 566,		570, 575, 640, 645, 620	
B.1.3	Competence in basic computer use.	465, 535, 566, 575,		645	
B.1.4	Knowledge and understanding of the structure and function of the human body.	440, 500			
B.1.5	Knowledge and understanding of human development throughout the life span.	410, 460, 470, 530, 540, 560,		570, 620	
B.1.6	Knowledge and understanding of concepts of human behavior.	430, 450, 467, 470, 570			
B.1.7	Knowledge and appreciation of the role of sociocultural, socioeconomic, diversity factors, and lifestyle choices in contemporary society.	410, 420, 460, 530, 560, 570			
B.1.8	Appreciate the influence of social conditions and ethical contexts in which humans choose and engage in occupations.	410, 420, 450, 460, 530, 560,		640	
B.1.9	Ability to use statistics, tests, and measurements.	470, 575, 645			
B.2.1	Acknowledge and understand the importance of the history and philosophical base of the profession.	255, 450, 620			
B.2.2	Differentiate among occupation, activity, and purposeful activity.	410, 420, 460, 530,560			
B.2.3	Understand the meaning and dynamics of occupation and purposeful activity including the interaction of performance areas, components and contexts.	255, 420, 460, 530, 550, 560, 566, 620			
B.2.4	Articulate the unique nature of occupation and value of occupation for the client.	430, 460, 465, 530, 535, 550,		560, 566, 630	
B.2.5	Acknowledge and understand the importance of the balance of performance areas to achievement of health and wellness.	420, 450, 467, 470, 500, 530,		540, 560, 570, 620	
B.2.6	Understand and appreciate the role of occupation in promotion of health and prevention of disease and disability.	410, 420, 450, 465, 470, 500,		530, 560, 566, 640	

STANDARD	STANDARD DESCRIPTION	COURSE #	PAGE #	COURSE #	PAGE #
B.2.7	Understand the effects of health, disability, disease processes, and traumatic injury to the individual within the context of family and society.	440, 460, 465, 467, 470, 500,		530, 535, 540, 550, 560, 566, 570, 640	
B.2.8	Ability to analyze tasks relative to performance areas, components, and contexts.	420, 430, 440, 460, 470, 530,		560, 566, 570, 620	
B.2.9	Appreciation for individual's perception of quality of life, well being, and occupation to promote health and prevention of injury and disease.	410, 420, 430, 460, 465, 467,		500, 530, 560, 566, 570	
B.2.10	Understand need for and use of compensatory strategies when desired life tasks cannot be performed.	430, 460, 470, 530, 540, 560,		570	
B.3.1	Understand the theories that underlie OT practice.	430, 450, 465, 467, 470, 535,		540, 550, 566, 570, 620	
B.3.2	Understand the models of practice and frames of reference used in OT.	430, 465, 470, 535, 540, 566,		570, 645	
B.3.3	Understand how theories, models of practice, and frames of reference are used in OT evaluation and intervention.	430, 465, 467, 470, 530, 535,		540, 560, 566, 570, 620, 640	
B.3.4	Understand how history, theory, and sociopolitical climate influence practice.	430, 450, 470, 566, 630			
B.3.5	Apply theoretical constructs to evaluation and intervention to analyze and effect meaningful occupation.	460, 467, 470, 530, 540, 560,		566, 570, 620, 640	
B.3.6	Develop a basic understanding of theory development and its importance to OT.	255, 410, 420, 450, 575			
B.4.1	Use standardized and non-standardized screening tools to determine the need for OT intervention.	440, 460, 465, 467, 470, 530,		535, 540, 550, 560, 566, 570, 640	
B.4.2	Select appropriate assessment tools based on client need, contextual factors, and psychometric properties of tests.	420, 430, 460, 467, 470, 530,		540, 550, 560, 566, 640	
B.4.3	Use appropriate procedures and protocols when administering assessments.	420, 440, 460, 467, 470, 530,		540, 560, 566, 570, 575, 640	
B.4.4	Understand and appreciate the importance of cooperation with the OTA as a data gatherer and contributor to screening and evaluation process.	255, 467, 470, 535, 540, 566		630, 640	
B.4.5	Ability to interpret criterion referenced and norm referenced standardized test scores.	467, 470, 540, 566, 570, 640			
B.4.6	Consider factors that might bias assessment results.	410, 420, 460, 467, 470, 530,		540, 560, 566, 570, 575	
B.4.7	Interpret evaluation data in relation to uniform terminology and relevant theoretical frameworks.	420, 470, 540, 566, 640			
B.4.8	Ability to use safety precautions during screening and evaluation process.	440, 460, 465, 530, 535, 540,		560, 566, 570	

STANDARD	STANDARD DESCRIPTION	COURSE #	PAGE #	COURSE #	PAGE #
B.4.9	Identify when appropriate for referral to specialists for additional evaluation.	255, 467, 470, 500, 540, 550,		640	
B.4.10	Document OT services to ensure accountability of service provision and meet standards for reimbursement of services.	430, 440, 465, 467, 470, 535,		550, 566, 570	
B.5.1	Interpret evaluation findings based on appropriate theoretical approaches, models of practice and frames of reference.	420, 440, 470, 540, 566, 570,		640	
B.5.2	Develop occupationally based intervention plans and strategies.	460, 467, 530, 535, 540, 560,		566, 570, 620, 640	
B.5.3	Provide evidence-based effective therapeutic intervention related to performance areas, components, and contexts.	430, 440, 460, 467, 500, 530,		560, 566, 620	
B.5.4	Employ relevant occupations and purposeful activities that support intervention goals and are meaningful to the client.	420, 430, 470, 535, 540, 566,		570, 620	
B.5.5	Use individual and group interaction and therapeutic use of self as a means of achieving therapeutic goals.	410, 420, 430, 465, 535, 566			
B.5.6	Develop and promote the use of appropriate home and community programming.	460, 530, 535, 560, 566, 570			
B.5.7	Ability to educate and train client/family/ significant others to facilitate skills in performance areas, prevention, health maintenance, and safety.	440, 460, 470, 530, 535, 540,		550, 560, 566,	
B.5.8	Ability to use the teaching-learning process.	420, 530, 560, 566			
B.5.9	Ability to interact through written, oral and nonverbal communication.	410, 460, 465, 530, 535, 550,		560, 566	
B.5.10	Use therapeutic adaptation with occupations pertinent to the needs of the client.	410, 420, 430, 460, 470, 530,		535, 560, 566, 570, 620	
B.5.11	Ability to grade and adapt tasks related to performance areas and components for therapeutic intervention.	420, 430, 440, 467, 470, 535,		566, 570, 620	
B.5.12	Ability to teach compensatory strategies.	460, 530, 535, 560,		566, 570	
B.5.13	Ability to use safety precautions with client during therapeutic intervention.	460, 465, 467, 470, 530, 535,		560, 566	
B.5.14	Develop skills in supervising and collaborating with OTAs on therapeutic interventions.	467, 535, 550, 566, 630			
B.5.15	Ability to refer to specialists for consultation and intervention.	470, 500, 540, 550, 640			
B.5.16	Monitor and reassess, in collaboration with the client, the effect of OT intervention and the need for continued and/or modified intervention.	440, 550, 560, 566, 640			
B.5.17	Plan for discharge in collaboration with the client.	470, 545, 560, 566			
B.5.18	Organize, collect and analyze data in a systematic manner for evaluation of practice outcomes.	545, 630, 640, 645			

STANDARD	STANDARD DESCRIPTION	COURSE #	PAGE #	COURSE #	PAGE #
B.5.19	Terminate OT services when stated outcomes have been achieved or determined that they cannot be achieved.	467, 470, 540, 550, 560, 566			
B.5.20	Document OT services to ensure accountability of service provision and meet standards for reimbursement.	465, 467, 535, 550, 566, 570			
B.6.1	Understand models of health care, education, community, and social systems as related to the practice of OT.	465, 467, 470, 535, 566, 570,		630, 640	
B.6.2	Understand current policy issues in above mentioned systems that influence OT practice.	467, 470, 570, 630, 640			
B.6.3	Understand current social, economic, political, geographic and demographic factors that promote policy development and provision of OT services.	467, 570, 630			
B.6.4	Understand the role and responsibility of the practitioner to address changes in service delivery policies and to effect changes in the system.	255, 467, 535, 566, 630, 640			
B.6.5	Understand trends in models of service delivery and their effect on OT practice.	255, 467, 470, 540, 570, 630,		645	
B.6.6	Appreciate the influence of international OT contributions to education, research, and practice.	255, 545, 575, 645			
B.7.1	Understand a variety of systems and service models.	465, 467, 470, 535, 566, 570,		630	
B.7.2	Knowledge of the social, economic, political, and demographic factors that influence delivery of health care in the United States.	450, 566, 630			
B.7.3	Understand the implications and effects of federal and state regulatory and legislative bodies on practice.	255, 470, 566, 630, 640			
B.7.4	Understand governmental and policy issues, including knowledge and implications of current statutes and regulations that affect OT services.	255, 566, 630, 640			
B.7.5	Knowledge of applicable national and state requirements for credentialing.	255, 640			
B.7.6	Knowledge of and ability to comply with the various reimbursement mechanisms that affect OT practice.	550, 560, 570, 630			
B.7.7	Advocate for the profession and the consumer and understand due process and appeals systems when reimbursement is not approved for OT services.	255, 467, 630, 640			
B.7.8	Understand the resources a practitioner can use to respond to changes in the marketplace.	467, 630			
B.7.9	Use principles of time management, including being able to schedule and prioritize workloads.	420, 465, 467, 470, 535, 566,		630	
B.7.10	Maintain and organize treatment areas, equipment, and supply inventory.	630			
B.7.11	Maintain records as required in practice setting, third party payers, and regulatory agencies.	630			
B.7.12	Ability to design program improvement measures and ongoing service delivery assessment using predetermined criteria.	630			
B.7.13	Plan, develop, and organize the delivery of services to include the determination of programmatic needs such as staffing and service delivery options.	630			

STANDARD	STANDARD DESCRIPTION	COURSE #	PAGE #	COURSE #	PAGE #
B.7.14	Understand the supervisory process of OT and non-OT personnel.	255, 410, 566, 630			
B.7.15	Develop strategies for effective use of professional and non-professional staff.	630			
B.7.16	Understand the ongoing professional responsibility for providing fieldwork education and supervision.	630			
B.7.17	Develop skills to formulate and manage teams for effective service provision.	630			
B.7.18	Understand the use of outcome studies analysis to direct administrative changes.	630			
B.7.19	Develop fundamental marketing skills to advance the profession.	570, 630			
B.8.1	Articulate the importance of research for practice and the continued development of the profession.	545, 566, 575, 600			
B.8.2	Use professional literature to make informed practice decisions.	460, 467, 470, 500, 530, 540, 545, 550, 560,		570, 575, 620, 640, 645	
B.8.3	Know when and how to find and use national and international informational resources.	255, 450, 500, 545, 640, 645			
B.8.4	Understand and interpret basic descriptive, correlational, and inferential statistics.	545, 575, 645			
B.8.5	Understand and critique research studies.	545, 575, 645			
B.8.6	Understand the importance of scholarly activities that will contribute to the development of a body of knowledge relevant to the OT profession.	545, 575, 620, 645			
B.8.7	Design and implement beginning-level research studies.	575, 600			
B.8.8	Develop basic skills necessary for the publication and presentation of research projects.	500, 575, 645			
B.8.9	Develop a basic understanding of the process of securing grants.	545, 575			
B.9.1	Knowledge and understanding of the AOTA Code of Ethics, Core Values and Attitudes of Occupational Therapy, and AOTA Standards of Practice as a guide for professional interactions and in client treatment and employment settings.	255, 410, 440, 450, 465, 467, 535, 545, 550, 566,		575, 630, 640	
B.9.2	Understand the functions and influence of national, state, and local OT associations and other related professional associations.	255, 630, 640			
B.9.3	Promote occupational therapy by educating other professionals, consumers, third-party payers, and the public.	255, 465, 535, 560, 566, 570,		630, 650	
B.9.4	Acknowledge personal responsibility for planning ongoing professional development.	465, 535, 566, 575, 640,			
B.9.5	Understand professional responsibilities related to liability concerns under current models of service provision.	467, 630, 640			
B.9.6	Understand personal and professional abilities and competencies as they relate to job responsibilities.	465, 467, 535, 566, 640			

STANDARD	STANDARD DESCRIPTION	COURSE #	PAGE #	COURSE #	PAGE #
B.9.7	Understand and appreciate the varied roles of the occupational therapist as a practitioner, educator, researcher, and entrepreneur.	255, 467, 600, 630, 640, 645			
B.9.8	Articulate the importance of professional relationships between the OT and the OTA.	410, 535, 566, 630			
B.9.9	Understand professional responsibilities when service provision is on a contractual basis.	566, 630			
B.9.10	Understand approaches to use in resolving personal and organizational ethical conflicts.	410, 430, 550, 566, 630, 640, 645			
B.9.11	Understand the variety of informal and formal ethical dispute resolution systems that have jurisdiction over OT practice.	255, 410, 467, 640			
B.9.12	Ability to assist the consumer in gaining access to OT services.	560, 630			
B.9.13	Knowledge of advocacy for the benefit of the consumer and the profession.	410, 467, 570, 640			

5) Documentation of Student Learning in the Major

****Describe how assessment information is collected, stored, and organized and who is responsible for these duties.***

The Program Assessment Summary Chart (below) lists all of the evaluation tools used for our program assessment, when the information is collected, and the information obtained by each tool. The narrative following the chart describes how this is done and who is responsible for gathering, organizing, and storing the information.

Master of Occupational Therapy Program Assessment Summary Chart		
Tool	When Collected	Objective Benchmarks for performance/ Information Obtained
University Course evaluations	At the end of each semester	Scores about 3.0-3.5
Department Course evaluations and feedback		University average Patterns of qualitative feedback
FW I Performance Evaluation	At the end of each Level I FW experience	Average scores of 3-4
Fieldwork II designated questions	At the end of each Level II FW experience	Average score of 3
Number of students repeating a Level II experience		Calculate percentage
Mid-term calls		Mid-term of each Level II experience

Alumni Survey	Collected annually from students two years after graduation and then five years after graduation	Quantitative results above a 3.5 Patterns in qualitative feedback
Employer survey	Collected every other year	Quantitative results above a 3.5 Patterns in qualitative feedback
Exit Interviews	This information is collected annually. It is completed by faculty advisors with all students in their final academic semester	Qualitative feedback patterns
Student Portfolios	Discussed with advisor and student during registration 2x/yr	Note student activities Note preparation Gather samples
Academic Standing	Compiled annually and reviewed at curriculum retreat	# of students with an action plan # of student on probation # of student withdrawing from the program
Certification Exam Results	Yearly from NBCOT report	Above the national average Passing rate percentage # of repeat takers Relative strengths and weaknesses compared to the national average
Employment statistics		Percentage of graduates employed
Professional Organization Lists Attendance Lists at conferences Students attending/presenting at conferences (poster or Maddak) Pi Theta membership	Collected annually and presented at the curriculum retreat	# of students Percentage of class
Departmental Meetings	Meetings are held bi-monthly	Track necessary changes to student policies
Program Advisory Meetings	Meets at least one time/year	Structured to elicit needed assessment information or to verify a pattern
Clinical Council Meetings	Meets at least one time/year	Structured to elicit needed assessment information or to verify a pattern

The specific methods used within the department to track the quality of the program and assess congruence of outcomes with educational goals are:

1. ***University Course Evaluations:*** These forms are provided through the Computer Center and provide formative feedback on course instruction. The information is both qualitative and quantitative. University procedures are followed regarding the collection and dissemination of this information.
2. ***Departmental Course Evaluations:*** Student representatives of the curriculum committee collect data on each course and share with the Chair of the Curriculum Committee at the end of each semester. Each faculty will use this information along with other course evaluations to produce a written report at the end of the semester.
 - **This information will be combined with the instructor's faculty performance evaluation and reviewed with the Program Director prior to developing the course for the following year. In preparation for that review, faculty members will ensure that course folder is complete and complete the Faculty Course Evaluation Form. The form will include: 1) course number and title; 2) current course description and relationship to the curriculum design; 3) list of assignments; 4) what changes have been made since course was taught previously; 5) what are the most positive aspects of the course; 6) any concerns about the course; and 7) plans for change, if any. Pertinent information from items 4-7 will be shared with the entire faculty at the annual curriculum retreat.**
 - **The Chair of the Curriculum Committee will provide results to individual course instructors and the program director. Each faculty member will utilize this information as they prepare their course for the next year. Also a summary will be presented to the entire faculty at the annual curriculum retreat. In particular, patterns of responses should be noted.**
3. ***Fieldwork I Evaluations:*** Academic Fieldwork Coordinator will collect quantitative results along with qualitative responses.
4. ***Level II Fieldwork Evaluations:*** Academic FW Coordinator will collect the appropriate quantitative data, the number of students repeating a Level II experience, and any patterns noted in feedback on Level II evaluation forms.
5. ***Mid-term FW calls:*** Information will be collected and noted on form provided by the Academic FW Coordinator.
 - **This information will be summarized, provided to Chair of Curriculum Committee, and presented to the faculty at the annual curriculum retreat.**
6. ***Alumni Surveys:*** The quantitative results from these surveys will be compiled and analyzed along with qualitative feedback by the Chair of the Curriculum Committee.

7. **Employer Surveys:** The quantitative results from these surveys will be compiled and analyzed along with qualitative feedback by the Chair of the Curriculum Committee.
8. **Exit Interviews:** These will be conducted by faculty advisor with all students during their last academic semester. The interview sheets will be provided to the Curriculum Committee Chair.
 - **The results of the consumer surveys and interviews will be shared with the entire faculty at the annual curriculum retreat.**
9. **Professional Expectations Summary:** the Chair of Curriculum Committee will calculate quantitative results for each performance area.
10. **Student Portfolios:** These will be discussed and reviewed by the faculty advisor and students two time/year. Faculty advisors may gather representative pieces from student portfolios to demonstrate achievement of an educational goal or objective.
11. **Academic Standing:** The Chair of the Retention Committee will track statistics regarding the number of students with action plans, the number on probation, and number of students withdrawing from the program. In addition to tracking these numbers, success of passing the certification exam on the first try will be compared to those with action plans while in the program.
 - **Data collected from these advising tools will be reviewed at the annual curriculum retreat.**
12. **Certification/Employment Results:** The Program Director will use NBCOT reports to collect data on certification pass rate, number of repeat test takers. Also employment statistics will be compiled by the Program Director.
13. **Professional Organization/Attendance Lists:** The Chair of the Continuing Education Committee will track the number of alumni members in Iowa Occupational Therapy Association, number of alumni attending SAU sponsored continuing education workshops, the number of students attending AOTA Conference each year, the number of student presenters at conference and the number of student in the St. Ambrose University Pi Theta chapter.
 - **Data will be summarized and reviewed at the annual curriculum retreat.**
14. **Department Meetings:** These will be used to make a timely response to academic standing or other student policies and procedures.
15. **Program Advisory Meetings:** These meetings will be structured to gather specific information needed for program assessment or will be utilized to verify patterns of feedback from other sources. The program director will summarize the information gathered from this external source.

16. **Clinical Council Meetings:** These meetings will be structured to gather specific information needed for program assessment or will be utilized to verify patterns of feedback from other sources. The Academic Fieldwork Coordinator will summarize the information gathered from this external source.
17. **Alumni Newsletter:** The faculty compiling the alumni newsletter will keep a folder of alumni accomplishments. This will be reviewed annually at the curriculum retreat.
 - **Information gathered from these external sources along with important changes determined at faculty meetings will be reviewed at the annual curriculum**
 - **The Chair of the Curriculum Committee will compile a chart summarizing all desired changes and an action plan to implement these changes will be developed.**

5) Use of Assessment Information to Improve Education

*** How and at what intervals does the department study the collected documentation and use it for program improvement**

The Program Assessment materials are reviewed at the end of each academic year during our department's Curriculum Retreat. We schedule the majority of three working days each year to review our program. Our mission, strategic plan, and program assessment guide this process. It is through program assessment that changes occur. Also, department meetings provide a mechanism to deal with a program issues that require attention prior to the next curriculum retreat. Upon completion of each retreat, a work list or action plan is developed. This guides our "collective" activities for the next year.

*** How is this information, beyond grades, fed back to students?**

Faculty make students aware of the educational changes through the curriculum committee representatives, advising sessions and exit interviews. The MOT Program has a curriculum committee comprised of two student representatives from each of the three classes. These students gather information from their classmates and act as a liaison between the faculty and classmates. In addition to being a spokesperson for their class, they carry information back to their respective classmates. Second, faculty may refer to curriculum changes during advising sessions. Lastly, exit interviews are conducted with each student upon completion of academic work and prior to the initiation of fieldwork. These three mechanisms promote a meaningful exchange on a yearly basis.

6) Evaluation of the Departmental Assessment Plan

*** Describe when and how the assessment plan is reviewed at regular intervals**

During the curriculum retreat, the information gathered from the various tools and sources is reviewed and discussed. It is at this time that the need for an improved method of collection or measurement tool would be discovered. After discussion with the entire faculty, the individual in charge of collecting the information revises either the method or tool and then brings it back to the entire department for approval. Once approved, the new tool or procedure is implemented. The success or satisfaction with the change is examined at the next curriculum retreat. For example, both the Professional Behavior Characteristics Form and the Curriculum Committee Forms were revised this year.

B) Assessment of Teaching and Learning

1. Present and describe data which assesses student learning of the departmental objectives

The assessment of teaching and learning and the data used to assess student learning of the departmental objectives is included in the response to question 5 regarding assessment data used for program improvement. This data determined our strengths and weaknesses, and proposed changes. (We have included two actual examples of program data in an Appendix at the end of this document. Additional assessment data is available upon request.)

a) What does this information reveal about strengths and weaknesses?

Strengths

- Certification results continue to be well above the national average. Most recent results: SAU – 100% pass rate, National average – 83%.
- Students, fieldwork supervisors, and employers note the educational philosophy of the department and emphasis on learning through doing as a strength.
- The reputation of the department and its graduates helps attract applicants, gain community resources for educational opportunities and fieldwork placements.
- Evidence based and occupation based practice is emphasized throughout the curriculum preparing students for current practice.
- The number and type of special topics, independent study courses, and study abroad opportunities offers a diverse learning experience for the students.
- Graduates do not experience difficulty finding jobs as occupational therapists.
- We have an increased number of students submitting to AOTA for poster presentations and publications.
- We have a dynamic and extended community of learners. Alumni often serve as guest lecturers, e-mentors, Research Poster reviewers, presenters at our Student conference, or assist with offering practice experience opportunities outside of the classroom.

Although not considered a weakness, it is important to note that the MOT faculty continually strives for educational excellence by reviewing course content and curriculum sequence. As part of this ongoing curriculum review, we are sensitive to the fact that our classes included both graduate and undergraduate students and the challenges this fact presents in learning activities and expectations.

Weaknesses

- Intensity and length of class time during first year in program
- More time needed for kinesiology content and interventions/treatment planning content.
- Limited contact with occupational therapists during first year of MOT Program.
- Very few students and therapists within the state of Iowa belong to IOTA or AOTA.

b) How did this information inform the changes in “PROPOSED ACTIONS”?

We have inserted a table that demonstrates the program revisions prompted by our Program Assessment, the source of the indicators, the educational goals that the indicators assess, and whether the revisions require any action by the Educational Policy Committee.

**Master of Occupational Therapy
Proposed Changes**

<i>Goals and Outcomes</i>	Source of Indicators	Proposed Changes
<p>Goal 1: The MOT program will develop competent entry-level OTs whose knowledge is well developed and best occupational practice is guided by clinical reasoning and evidence-based decisions.</p> <p>Goal 2: Develop entry-level occupational therapists competent in assessment, treatment planning and intervention, documentation, and team collaboration.</p>	<ul style="list-style-type: none"> • FWPE II: Questions 9,16,32,33 • FWPE I • Certification Exam passage rate • Alumni Surveys • Employer Surveys • University course evaluations • Summative feedback by curriculum committee 	<ul style="list-style-type: none"> • MOT 410: Course will be completed in week prior to fall semester. One wrap-up session will be held before mid-term – No Ed Policy action needed. • Will combine MOT 420 and MOT 430 and offer during fall semester. This will eliminate required winterim course - Ed Policy action needed • Offer Level I Pediatric Fieldwork in a different format. This will free up the students schedule during the semester. It will address the intensity load of the semester and all for additional class time needed in Psychosocial Interventions class – No Ed Policy action needed. • Add 1 credit hour to MOT 467. This will allow more time and better quality of content delivery- Ed Policy action needed. • Kinesiology content will be added to OS courses to reinforce principles throughout all semesters– No Ed Policy action needed. • Will offer additional treatment plans where appropriate to address interventions section of Certification Exam – No Ed Policy Action needed.
<p>Goal 3: The MOT program will foster ethical integrity and attitudes in students and faculty</p>	<ul style="list-style-type: none"> • FWPE I • FWPE II: 1 • Professional Expectations Summary • Alumni Surveys • Employer Surveys • Yearly summative feedback 	
<p>Goal 4: The MOT program will engender sensitivity and convey respect for the inherent God-given dignity and worth of all individuals and the belief that all human beings have a right to</p>	<ul style="list-style-type: none"> • FWPE I • FWPE II: Questions 42 • Professional Expectations Summary • Alumni Surveys 	

reach their maximal potential through occupation.	<ul style="list-style-type: none"> • Employer surveys • Yearly summative feedback • Dept. Meetings 	
Program Goal 5: Promote the belief in the power of occupation to restore and maintain health and prevent dysfunction.	<ul style="list-style-type: none"> • FWPE II: 5 • Yearly summative feedback • Dept. Meetings 	
Goal 6: Provide students with the problem-solving strategies and tools to adapt and respond to the current and future practice environments	<ul style="list-style-type: none"> • Yearly summative feedback • FWPE I • FWPE: 14, 24 • Alumni surveys • Employer surveys 	<ul style="list-style-type: none"> • Pediatric Level I fieldwork will be offered in a different format instead of weekly throughout the semester. This will address the concern regarding limited contact with OT practitioners and the schedule during the first year of the program – No Ed Policy action needed.
Goal 7: Establish an atmosphere that fosters the importance of leadership, service, and scholarship in the community and the profession.	<ul style="list-style-type: none"> • Alumni surveys • Professional organization membership lists • # of students attending conferences/poster presentations at AOTA conference • # of Pi Theta members • # of submissions for Maddak awards 	<ul style="list-style-type: none"> • Will require AOTA membership for journal access in the sequence of Research courses. This will promote benefits of professional membership – No Ed Policy Action needed. • Will host local QC OT meetings to promote practitioner membership in IOTA & AOTA - No Ed Policy action needed.
Goal 8: Cultivate life-long learners with a strong will to contribute to the profession and society.	<ul style="list-style-type: none"> • Alumni attendance at continuing education offerings • Alumni Newsletter folder • Alumni surveys • Student portfolios • Professional organization membership lists 	