

***Occupational Therapy Program
UND School of Medicine & Health Sciences***

Assessment Plan 2005-2006

The Occupational Therapy Program currently utilizes a number of assessment measures. Some of them are directed toward student learning and others are directed toward program assessment, as depicted below:

<i>Student Learning</i>	<i>Program Assessment</i>
Student Self-Evaluations	Student Course Evaluations
Faculty Assessment of Fieldwork Readiness	Graduating Students' Curriculum Evaluation
Fieldwork Performance Evaluations	One Year Post-Graduation Program Evaluation
National Certification Examination Results	National Certification Examination Results
	Employer Satisfaction Survey

Both the Fieldwork Performance Evaluations and the National Certification Examination Results are generated after the student leaves the UND campus. The remaining two measures of student learning are subjective in nature. Therefore, a primary goal of the Occupational Therapy Program is to develop objective measures of student learning which takes place while the student is here on campus in the Program.

1. Program survey instruments have been reformatted to permit display of results in a spreadsheet format, as well as computation of mean scores for each survey item, enabling the Program to begin to measure change from one year to the next in a more efficient manner. This includes the following: a) curriculum evaluation prior to the student's graduation, b) one year post-graduation, and c) employer surveys.
2. The Occupational Therapy Program is currently in the process of developing plans for assessing student learning more directly. Learning goals and objectives have been developed along with possible measures for two of the goal statements (Appendix A and B). The faculty are actively engaged in reviewing the goals/objectives and considering specific measures throughout the curriculum. It is anticipated that faculty will continue to develop the remaining goals, objectives, and measures in the coming year(s), as well as begin to collect meaningful outcome/assessment data to demonstrate student achievement. Faculty are confident that although the plan is not complete at this time, the activities associated with developing the goals and objectives and identifying a plan for assessing two of the goals have resulted in a unified effort toward improving Program assessment.
3. The Occupational Therapy Program will continue to conduct the following assessment procedures:

- a) Student
- b) fieldwork readiness assessment
- c) curriculum evaluation survey of graduating students
- d) curriculum evaluation survey of alumni one year post-graduation
- e) employer evaluation of program graduates (every 5 years)
- f) annual review of results of Fieldwork Performance Evaluations of all students
- g) annual review of results of National Certification Examination

Appendice(s)

- Program Assessment Goals and Objectives
- Program Assessment Plan for Goals #2 and #3

Appendix A

DEPARTMENTAL PLAN FOR ASSESSMENT OF STUDENT LEARNING 2005-2006 ACADEMIC YEAR

Department: Occupational Therapy
Program: Masters of Occupational Therapy

Mission Statement

The primary mission of the Department is to prepare educated men and women through the integration of academic and experiential learning experiences to meet the needs of society as entry-level occupational therapists possessing competence, integrity and compassion. The Department seeks to provide a variety of sequenced learning experiences designed to produce an entry-level occupational therapist who is able to initiate, maintain and manage occupational therapy services. Occupational Therapy is based on the belief that occupation, including its interpersonal and environmental components, may be used to prevent and mediate dysfunction and elicit maximum adaptation.

Student Learning Goals: Occupational Therapy Student Competencies

Theory/Foundational Knowledge for Occupational Therapy

Goal 1: Students will be able to analyze and apply the occupation-based theories, models of practice and frames of reference used to guide occupational therapy evaluation and intervention.

Objective 1.1:

Students will demonstrate an understanding of the terminology and concepts of occupation.

Objective 1.2:

Students will demonstrate an ability to apply occupation-based theories, models of practice and/or frames of reference to selected case scenarios.

Objective 1.3:

Students will demonstrate an ability to apply the *Occupational Therapy Framework: Domain and Practice* to treatment planning and intervention.

Evaluation Process for Occupational Therapy

Goal 2: Students will be able to demonstrate an understanding of the use of screening and evaluation tools used to determine the need for occupational therapy intervention.

Objective 2.1: Students will have the ability to select appropriate assessment tools based on client need, contextual factors, and psychometric properties of tests.

Objective 2.2: Students will demonstrate the ability to administer a variety of assessment tools according to appropriate procedures and protocols (standardized and non-standardized) in the classroom and clinic setting.

Objective 2.3: Students will demonstrate the ability to interpret criterion referenced and norm referenced standardized test scores based on an understanding of sampling, normative data, standard and criterion scores, reliability, and validity in both an oral and written format.

Objective 2.4: Students will demonstrate the ability to interpret and document evaluation data in relation to the professional and theoretical frameworks.

Objective 2.5: Students will demonstrate the ability to document assessment results to effectively communicate the need for, effectiveness of, and rationale for occupational services.

Intervention Process for Occupational Therapy

Goal 3: Students will be able to appropriately select and apply intervention approaches and corresponding interventions to treatment scenarios.

Objective 3.1: Students will have the ability to utilize assessment data to create intervention plans which are reflective of the client's occupational profile and occupational performance deficits.

Objective 3.2: Students will have the ability to selectively apply preparatory methods, purposeful and occupation-based activities appropriate to a treatment context.

Objective 3.3: Students will demonstrate the ability to monitor and document the response of client or population and modify plan as needed to achieve occupational goals.

Objective 3.4: Students will have the ability to accurately summarize client's progress in therapy, contribute to the discharge planning process with recommendations to support the client's optimal occupational participation.

Management Process for Occupational Therapy

Goal 4: Students will be able to understand and apply principles of management and supervision within selected contexts for occupational therapy practice.

Objective 4.1: Students will demonstrate an understanding of health care management terminology, processes, and outcomes common to occupational therapy practice.

Objective 4.2: Students will demonstrate understanding of principles of leadership needed to supervise occupational therapy and non-occupational therapy personnel, and to manage teams.

Objective 4.3: Students will demonstrate the ability to plan, develop, and organize the delivery of services to include the determination of programmatic needs such as staffing and service delivery options.

Research Process for Occupational Therapy

Goal 5: Students will understand, analyze and evaluate research evidence, professional literature, and measures of outcome in order to make informed, evidence-based practice decisions in occupational therapy.

Objective 5.1: Students will demonstrate an understanding of the types of research processes and the levels of evidence applicable to the practice of occupational therapy.

Objective 5.2: Students will understand and apply basic research data gathering, analysis, and interpretation appropriate to both qualitative and quantitative research methodologies.

Objective 5.3: Students will analyze and critique research studies and professional literature for applicability to occupational therapy practice.

Ethics for Occupational Therapy Practice

Goal 6: Students will demonstrate knowledge and understanding of the *AOTA Code of Ethics*, *Core Values and Attitudes of Occupational Therapy*, and *AOTA-Standards of Practice* as guides for professional interactions in academic and practice settings.

Objective 6.1: Students will demonstrate an understanding of personal and professional abilities and competencies as they relate to the practice of occupational therapy; including professional responsibilities related to liability concerns under current models of service provision.

Objective 6.2: Students will demonstrate the ability to apply the *AOTA Code of Ethics* to research and management contexts.

Communication for Occupational Therapy Practice

Goal 7: Students will demonstrate effective communication skills, both oral and written, across multiple contexts.

Objective 7.1: Students will demonstrate the ability to complete practice-related documentation necessary to communicate the need and rationale for occupational therapy services.

Objective 7.2: Students will demonstrate the ability to use effective verbal communication skills to establish and maintain positive client-therapist relationships as a means of achieving therapeutic goals.

Objective 7.3: Students will demonstrate the ability to use effective verbal and non-verbal communication skills to establish positive working relations with client/family/significant others, colleagues and other health care providers, and the public.

Appendix B

**Occupational Therapy Department Plan for Assessment of Student Learning
October, 2005**

Student Learning Goals & Objectives	Educational Experiences	Assessment Methods	Timeline	Responsibilities	Use of Results and Process for Documentation & Decision- Making
<p>Goal 2: Evaluation Process for Occupational Therapy Students will be able to demonstrate an understanding of the use of screening and evaluation tools used to determine the need for OT intervention.</p> <p>Objectives: 2.1: Students will demonstrate the ability to select appropriate assessment tools based on client need, contextual factors, and psychometric properties of tests. 2.2: Students will demonstrate the ability to administer a variety of assessment tools according to appropriate procedures and protocols (standardized and non-standardized) in the classroom and clinic setting.</p>	<p>Laboratory experiences</p> <p>Lecture & Discussion</p> <p>Administration of evaluations and writing evaluation reports</p> <p>Courses: OT 425: OT With Infants and Pre-School Children</p> <p>OT 429: OT With School Age Children & Young Adults</p>	<p>Data will be collected for the courses listed in column 2</p> <p>Laboratory practical examinations</p> <p>Course examinations</p> <p>Student written assignments based on clinical case scenarios and well populations</p>	<p>Data will be collected in semesters when courses are offered & analyzed the following semester.</p> <p>This will be done annually</p>	<p>Individual course data will be collected by faculty members responsible for the course.</p> <p>Data will be analyzed and results prepared for review at the annual faculty retreat</p>	<p>Results will be communicated in writing and will become a part of the agenda for discussion at our annual Departmental retreat. Discussions about and decisions on program or curricular change will be made by the faculty based on the data.</p> <p>Summaries of assessment activities and decisions made (If any, will be included in the</p>

<p>2.3: Students will demonstrate the ability to interpret criterion referenced and norm referenced standardized test scores based on an understanding of sampling, normative data, standard and criterion scores, reliability, and validity in both an oral and written format.</p> <p>2.4: Students will demonstrate the ability to interpret and document evaluation data in relation to the professional and theoretical frameworks.</p> <p>2.5: Students will demonstrate the ability to document assessment results to effectively communicate the need for, effectiveness of, and rationale for occupational therapy services.</p>	<p>OT 430: Psychosocial Aspects of OT for Children, Adolescents & Young Adults</p> <p>OT 453: Physical Aspects of OT with the Maturing Adult</p> <p>OT 456: Psychosocial Aspects of OT with the Maturing Adult</p>			<p>Departmental Annual Report due October 15.</p> <p>Department files with all the data and documentation will be maintained and available for reference.</p>
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Student Learning Goals & Objectives	Educational Experiences	Assessment Methods	Timeline	Responsibilities	Use of Results and Process for Documentation & Decision- Making
<p>Goal 3: Intervention Process for Occupational Therapy Students will be able to appropriately select and apply intervention approaches and corresponding interventions to treatment scenarios.</p> <p>Objectives:</p> <p>3.1: Students will have the ability to utilize assessment data to create intervention plans which are reflective of the client's occupational profile and occupational performance deficits.</p> <p>3.2: Students will have the ability to selectively apply preparatory methods, purposeful and occupation-based activities appropriate to a treatment context.</p>	<p>Laboratory experiences</p> <p>Lecture & Discussion</p> <p>Administration of evaluations and writing evaluation reports</p> <p><i>Courses:</i> OT 425: OT With Infants and Pre-School Children</p> <p>OT 429: OT With School Age Children & Young Adults</p>	<p>Data will be collected for the courses listed in column 2</p> <p>Course examinations</p> <p>Student written assignments: SOAP notes Treatment plans Documentation activities based on clinical case scenarios</p>	<p>Data will be collected in semesters when courses are offered & analyzed the following semester.</p> <p>This will be done annually</p>	<p>Individual course data will be collected by faculty members responsible for the course.</p> <p>Data will be analyzed and results prepared for review at the annual faculty retreat</p>	<p>Results will be communicated in writing and will become a part of the agenda for discussion at our annual Departmental retreat. Discussions about and decisions on program or curricular change will be made by the faculty based on the data.</p> <p>Summaries of assessment activities and decisions made (if any) will be included in the Departmental Annual Report due October 15.</p> <p>Department files</p>

<p>3.3: Students will demonstrate the ability to monitor and document the response of client or population and modify plan as needed to achieve occupational goals.</p> <p>3.4: Students will have the ability to accurately summarize client's progress in therapy, contribute to the discharge planning process with recommendations to support the client's optimal occupational participation.</p>	<p>OT 430: Psychosocial Aspects of OT for Children, Adolescents & Young Adults</p> <p>OT 453: Physical Aspects of OT with the Maturing Adult</p> <p>OT 456: Psychosocial Aspects of OT with the Maturing Adult</p>			<p>with all the data and documentation will be maintained and available for reference.</p>
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