



Faculty SLO Assessment Survey

Occupational Therapy Assistant
Spring 2018

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Q3 - What do you think your students liked best about your program?

We receive consistent feedback that they appreciate the hands-on learning and authentic assessment of competency in labs; this prepares them for fieldwork/practice and provides genuine and meaningful instruction. It seems that students find faculty available/supportive to their learning and see the value in our emphasis on professional behaviors.

Q4 - What do you think your students would like to see changed in your program?

The credit load/workload in Term 3 of the curriculum (spring of the 1st yr of core studies) consists of 14 credits, including some rigorous coursework and group projects; students have consistently commented on feeling overwhelmed by the demands that term and would like to see the credit load more evenly distributed. More nontraditional students are looking for ways to reasonably complete the program while working due to needing to support themselves financially.

Q5 - How many students will graduate from your program this trimester?

Q7 - How many graduates are able to use effective communication skills?

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Q8 - Provide any comments you have on effective communication skills taught in this program.

All students completed group leading assignments with in-lab demonstration of skills in OT Theory & Practice; this included an emphasis on verbal communication (clarity of directions, organization, eye contact, voice volume/pace/tone, body language) and written communication (comprehensive group protocol to explain goals, steps, criteria, etc.).

Q9 - How many graduates are able to apply mathematical concepts?

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Q10 - Provide any comments you have on the application of mathematical concepts taught in this program.

All students achieved 80% or greater on practical exam (or retake) in Medical & Psychosocial Conditions that involved calculation of chronological age/recording results for cognitive/perceptual assessment skills.

Q11 - How many graduates are able to transfer social and natural science theories into practical applications?

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Q12 - Provide any comments you have on transferring social and natural science theories into practical applications, and how it is taught in this program.

Each student fabricated 2 static splints in Physical Rehabilitation, meeting criteria to adhere to biomechanical principles and applying musculoskeletal knowledge. In group projects for Assistive Technology and Adaptations, students applied foundational knowledge from Anatomy & Physiology, sociology/diversity and psychology courses to the principles of OT assessments/interventions to develop a prototype of adaptive equipment for a client in the community.

Q13 - How many graduates are able to use critical thinking skills?

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Q14 - Provide any comments you have on critical thinking skills taught in this program.

12 of the 13 students completed a mini-CQI plan as a Discussion Board assignment in OT Practice & Management, in which they id. strategies for system improvements at their respective FW site; grades ranged from 75-105%, with a mean of 96%. All 13 students completed an evidence-based practice assignment to connect FW needs to current research and draw conclusions for application (e.g., discern sources, soundness, level of evidence, use in practice). One student faced barriers with competency in clinical reasoning and applied professionalism at one Level II FW site; subsequently completed requirements with a success plan and 2 week extension of FW education.

Q15 - How many graduates are able to use technology effectively?

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Q16 - Provide any comments you have on how using technology effectively is taught in this program.

All students completed one professional promotional product (OT brochure) in Assistive Technology & Adaptations, meeting 100% of criteria. In addition, each student successfully navigated and completed 2 fully online courses in the program, with a grade range of 81- 100% (mean of 94%) in OT Practice & Management and a grade range of 80-99% (mean of 90%) for Intro to OT.

Q17 - How many graduates are able to value themselves and work ethically with others in a diverse population?

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Q18 - Provide any comments you have on how valuing one's self and working ethically with others in a diverse population is taught in this program.

All students submitted a "Culture & Diversity" and an "Inclusion" assignment in Intro to OT, in which they explored populations encountered in OT services and examined own biases, as well as identified stages of cultural competence and reliable resources; mean grades for these assignments were 92% and 99% respectively. 12 students demonstrated consistent competency at both rotations of Level II FW per item #25, Cultural Competence on the FWPE; 73% of total items were assessed at 3 (Meets Standards) and 23% at 4 (Exceeds Standards), while 1 student received a rating of 2 (Needs Improvement) at 1 rotation.

Q19 - How many graduates are able to make decisions that incorporate the importance of sustainability?

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Q20 - Provide any comments you have on how incorporating the importance of sustainability in the decisions one makes is taught in this program.

Each student completed an analysis of using the MTU for community mobility, which included reflections on sustainability, for Activity Analysis and Applications; grades on this assignment ranged from 93-100%, with a mean of 98%.

Q22 - How many graduates are able to demonstrate professional behaviors, ethical standards, values, and attitudes of the occupational therapy profession?

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Q23 - Provide any comments you have about teaching this program outcome.

All 13 students scored a 3 or above on items #1-3, Fundamentals category, on the FWPE for both rotations of Level II FW; 33% of the items were scored at a 4, Exceeds Expectations.

Q24 - How many graduates are able to practice within the distinct role and responsibility of the occupational therapy assistant?

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Q25 - Provide any comments you have about teaching this program outcome.

All 13 students demonstrated competent performance on a comprehensive Pediatric Practice practical exam for fine motor handling skills; this practical incorporates the full intervention process of planning and conducting the session safely/effectively. Exam scores ranged from 85-96%, with a mean of 90%.

Q26 - How many graduates are able to advocate for the profession, services, and consumers?

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Q27 - Provide any comments you have about teaching this program outcome.

11 of the 13 students achieved 80% or higher (mean of 88%, 2 students scored 73%) in Community Practice on the Letter to Legislator assignment. In the same course, 11 of 13 students performed at a mean of 90% on an OT Promotional Project (2 students below 50%). For these advocacy projects, the students who did not meet criteria varied (i.e., not the same students for both assignments) and may be reflective of initiative/timeliness v. advocacy skills. In OT Practice & Management, all 13 students completed a Discussion Board assignment on Advocacy and Leadership effectively (i.e., range of 80-105%, with a mean grade of 99%).

Q28 - How many graduates are able to value life-long learning and the need to keep current with best practice?

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Q29 - Provide any comments you have about teaching this program outcome.

All students responded effectively (grade range of 100-105%) to Discussion Board item in OT Practice & Management on Professional Development; in this assignment, students determine relevant goals/strategies/resources for current and entry-level competence and connect these to AOTA's Standards for Continuing Competence. Additionally, all students develop weekly SMART goals on the Supervision Agenda assignment at both Level II FW rotations; these goals are reviewed and advanced with their FW Educator to guide learning and FW opportunities.

Q30 - How many graduates are able to apply occupational therapy principles and intervention tools to achieve expected outcomes?

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Q31 - Provide any comments you have about teaching this program outcome.

All 13 students completed a major group project in Assistive Technology & Adaptations to assess, plan, and implement a client-centered assistive device for a community member. Students' competency was graded at a range of 97-100%, with a mean of 99%.

Q32 - How many graduates are able to serve a diverse population in a variety of systems that are consistent with entry level practice?

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Q33 - Provide any comments you have about teaching this program outcome.

In Community Practice, all students completed 5 Service Learning activities with 3 distinct target populations; a min. of 14-15 hours was served at the primary site. For the Activity Group, roles with the older adult population was graded at a mean of 100%, 96% and 95% for 3 visits. All students demonstrated participation/reflection at 100% for the final Roundtable Discussion to identify value and aptitudes gained by serving community members in diverse situations. In Geriatric Practice, all students completed a Profile of residents at the Housing Authority (mean of 91%) and conducted a client-centered Home Visit/Recommendation Letter (mean of 94%) for a specific resident.

Q35 - Consider this class of graduating students, what was most challenging for the faculty in your program?

Addressing underlying time management and professional behavior skills; these emerged at times to varying degrees for different students.

Q36 - Please use this space to share any other feedback, comments, or suggestions about your experience teaching in this program this past trimester.