



Student Learning Outcome Assessment

Occupational Therapy Assistant
Spring 2017

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

Kinesthetic and authentic learning activities (labs, cooperative lectures, service learning) and focus on skill-building to prepare for fieldwork and practice. Quality and expectations of instruction and attention in labs to hone/assess skills. Opportunities for building professional development and role-modeling from faculty. One-to-one advisement and Professional Behavior Assessment process. Breadth and quality of fieldwork assignments.

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

Press of Term 3 with 14 credits of OTA core studies. More faculty time for advisement and instruction. More faculty accessibility for coaching, accompany for professional development activities and SOTA advisement/activities.

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

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

17

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

All achieved a minimum of 80% on group leading/protocols, involving both verbal and written communication skills; average rate of combined performance was at 87%. Graduates achieved a rating of "Meets Standards" or "Exceeds Standards" for items #18 & 19 on Level II Fieldwork evaluations at a rate of 98.5%.

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

17

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

All passed the Pediatric Practice practical exam which includes calculation of chronological age for assessment purposes.

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

17

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

All graduates met criteria to fabricate 2 static splints in Physical Rehab practice course, applying related physics, kinesiology and biomechanics. Students achieved a minimum of 80% on evidence-based practice application assignment for OT Practice & Management, applying principles of research, scientific inquiry, and discipline-specific knowledge (biology, psychology, human development, etc.)

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

17

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

Graduates demonstrated a minimum grade of 80% on comprehensive Discussion Board item related to quality improvement processes and created a mock plan using the PDSA cycle. All graduates completed Level II Fieldwork, in which critical thinking is continually applied/challenged; on items #7-17 on the FWPE, students achieved ratings of "Meets/Exceeds Expectations" at a level of 95%.

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

17

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

All graduates met criteria to complete 2 promotional products (brochure, power point) using accepted technology tools and principles of health literacy. All students successfully passed 2 OTA core courses that are delivered fully online.

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

17

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 met criteria to complete an introspective paper on personal occupations and life balance in Intro to OT. In Community Practice, all students set goals and addressed strategies to ensure inclusion and diversity awareness during Service Learning opportunities in the community.

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

17

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

In Activity Analysis course, all students completed an analysis paper of using public transportation in relation to clients daily living skills and applied concepts of sustainability in the reflection items.

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

17

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

All graduates demonstrated ethics and safety at a rate of 100%, as evidenced by a rating of "Meets/Exceeds Expectations" on items #1-3 of the FWPE for both Level II Fieldwork rotations. All students completed a collaborative Professional Behavior Assessment during 3 academic terms and met with advisor to discuss and set goals for professional development.

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

17

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

All students passed all practical exams throughout the program at a grade of at least 80% (e.g., exam addressing fine motor skill development and safety in Pediatric Practice, comprehensive exam in Geriatric Practice to assess/treat/modify/document a complete intervention session, etc.).

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

17

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

In Community Practice, all students met criteria to research and develop a professional letter to a legislator to address a current need relevant to recipients of OT services. In a combined assignment from OT Practice & Management and Level II FW, all graduates applied an evidence-based practice research article to client(s) at Fieldwork to promote quality of care and best practices.

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

17

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

All graduates completed weekly supervision agenda forms, which required students to set/review weekly goals with FWE throughout Level II FW; students submitted reflection papers on the value/steps of supervision to professional growth. All students completed Discussion Board forums for OT Practice & Management re: professional identity, professional development, role delineation, evidence-based practice, advocacy and professional organization involvement.

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

17

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

Each student completed a comprehensive adaptive equipment project in the Assistive Technology course with a minimum of 90% grade; this involved the therapy process of developing a therapeutic relationship, assessment, planning, intervention trials, reassessment, clinical reasoning to problem-solve, modification and documenting outcomes.

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

17

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

Prior to Service Learning in Community Practice, all students completed an orientation profile which outlined awareness of populations being served and their unique needs; at the end of Service Learning, the students all achieved a 100% grade on the reflection/analysis of experiences in a round-table discussion. At Level II FW, graduates achieved a rating of "Meets/Exceeds Expectations" for item #25 addressing cultural competence at a level of 100%.

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

Having the time to meet their ever-increasing eagerness to learn and excel!

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

This was an exceptional group of graduates who consistently embraced active learning, quality of effort and professional development. During their last trimester, they were off-campus for fieldwork full-time and participated in an online course; due to faculty overload, the primary OTA Program faculty was unable to be as responsive for online instruction and relied on faculty support from another program for most on-site fieldwork visits. So, this cohort missed more direct and ongoing interaction with the OTA faculty as they concluded the program, but fortunately were self-directed and had competent FW educators out in the field.