

**DEPARTMENT REPORT
OF
PROGRAM LEARNING OUTCOMES ASSESSMENT**

Department: Occupational Therapy Assistant

Program (Degree): Occupational Therapy Assistant (OTA)

Type of Degree: X AAS AA AS ATS AIS

Chairperson: S. Kay Ashworth, MAT, OTR/L Date: 3/4/01

Person(s) Interviewed: S. Kay Ashworth

- I. **Program Curriculum:** A description of the basis for the program curriculum (i.e., how it is derived and validated). Include accreditation organizations, advisory committees or external groups that influence curriculum. Describe curriculum review activities including the review of course master syllabi.*

Integration has been the key word in the development of the content for Sinclair Community College's Occupational Therapy Assistant Program. Some of the elements which were integrated include Ohio Board of Regents requirements, the *Standards of Occupational Therapy Assistant Education*, the mission and milieu of Sinclair Community College, recommendations of the OTA Advisory Committee, the professional and educational philosophy of the Sinclair occupational therapy assistant faculty, the experiences and recommendations of students, graduates and employers.

The Accreditation Council for Occupational Therapy Education (ACOTE) has accredited the OTA program two times. Each accreditation cycle resulted in no deficiencies and high praise for the institution and the program.

The total OTA curriculum was transformed into a problem based curriculum beginning in Fall 1998. Students starting in Fall 1997 were integrated into this new way of approaching the teaching-learning process. Information is presented in a more integrated fashion, lectures have been transformed into "tutorials" and clinical experiences are closely tied with the didactic material. Because the information is integrated throughout the entire quarter it is difficult to break up the process into specific course units. Therefore a total package including tutorial, laboratory experiences and clinical experiences has been developed.

All Master Syllabi were reviewed in 1997 as a result of the changes in the curriculum. They were reviewed again in 2000 as a result of the Program Review process.

- II. **Program Learning Outcomes:** A description of what you intend for students to know (cognitive), think/feel (affective), or do (psychomotor), when they have completed your degree program. A suggested manageable number of outcomes should be in the range of five to ten. Describe Program Learning Outcomes review activities.*

Goal: Provide the students with the educational skill development and clinical experience to function as an entry-level occupational therapy assistant, as defined by the American Occupational Therapy Association, in a variety of practice environments under the supervision of an occupational therapist.

An entry-level graduate with an Associate of Applied Science Degree in Occupational Therapy Assistant from Sinclair Community College will be able to:

Learning Outcomes	Related Courses
1. Upon completion of the occupational therapy assistant program students will demonstrate the ability to deliver occupational therapy assistant services at entry-level competency under the supervision of an occupational therapist.	ALH 220, BIO 141, BIO 142, COM 206, OTA 101, OTA 131, OTA 132, OTA 133, OTA 231, OTA 220, OTA 232, OTA 221, OTA 233, MAT 106, PSY 121, PSY 122, SOC 111, SOC 215
2. Upon completion of the program, students will demonstrate the ability to collect, report and apply information relevant to the delivery of services as an entry-level occupational therapy assistant.	ALH 104, BIS electives, COM 206, ENG 111, ENG 112, HIM 121, OTA, 101, OTA 131, OTA 132, OTA 133, OTA 231, OTA 220, OTA 232, OTA 221, OTA 233, ALH 220, PSY 121, PSY 122, SOC 111, SOC 215, Humanities
3. Upon completion of the program, students will demonstrate values, attitudes and behaviors congruent with the occupational therapy profession's philosophy, standards and ethics.	ALH 103, OTA 101, OTA 131, OTA 132, OTA 133, OTA 231, OTA 220, OTA 232, OTA 221, OTA 233, PSY 121, PSY 122, SOC 111, SOC 215, Humanities

III. **Assessment Method(s):** A measurable indicator of success in attaining the stated learning outcome(s). The methodology should be both reliable and valid. Please describe in detail.

a. Formative Assessment Methods(s) and Description: a measurable indicator of student in-progress success in attaining the stated learning outcome(s).

1. Upon completion of the occupational therapy assistant program students will demonstrate the ability to deliver occupational therapy assistant services at entry level competency under the supervision of an occupational therapist

- a. *Formative laboratory check offs for therapeutic procedures.*
- b. *Directed Practice (community service) evaluations on a quarterly basis.*

2. Upon completion of the program, students will demonstrate the ability to collect, report and apply information relevant to the delivery of services as an entry-level occupational therapy assistant.

- a. *Successful completion of each OTA course.*
- b. *Progressive OTA Graduate Examination as a part of each course.*
- b. *Documentation for Directed Practice experiences.*

3. Upon completion of the program, students will demonstrate values, attitudes and behaviors congruent with the occupational therapy profession's philosophy, standards and ethics.

- a. *Student Performance Evaluations at midterm and final each quarter.*

b. Summative Assessment Method(s) and Description: a measurable indicator of end-of-program success in attaining the stated program learning outcome(s).

1. Upon completion of the occupational therapy assistant program students will demonstrate the ability to deliver occupational therapy assistant services at entry-level competency under the supervision of an occupational therapist.
 - a. *AOTA Fieldwork Evaluation Form for Occupational Therapy Assistant Students administered by clinical supervisors prior to graduation.*
 - b. *Graduate Survey*
 - c. *Employer Survey*

2. Upon completion of the program, students will demonstrate the ability to collect, report and apply information relevant to the delivery of services as an entry-level occupational therapy assistant.
 - b. *AOTA Fieldwork Evaluation Form for Occupational Therapy Assistant Students administered by clinical supervisors prior to graduation.*
 - c. *NBCOT certification examination for Occupational Therapy Assistants administered post-graduation.*
 - d. *Graduate Survey*
 - e. *Employer Survey*

3. Upon completion of the program, students will demonstrate values, attitudes and behaviors congruent with the occupational therapy profession's philosophy, standards and ethics.
 - a. *AOTA Fieldwork Evaluation Form for Occupational Therapy Assistant Students administered by clinical supervisors prior to graduation.*
 - b. *Graduate Survey*
 - c. *Employer Survey*

OTA 220 Clinical Affiliation I and OTA 221 Clinical Affiliation II are the two summative assessment courses, each an eight-week clinical experience (forty hours per week).

- b. Summative Assessment Method(s) and Description: a measurable indicator of end-of-program success in attaining the stated program learning outcome(s).
1. Since the inception of the OTA program in 1989 251 students have completed the academic portion of the program and proceeded to fieldwork experiences. Twelve (12) of those students have failed at least one fieldwork. Ten (10) of those twelve successfully repeated the fieldwork and graduated from the program.
 2. Since initiating the Directed Practice portion of the program in 1997 we have had no incidents of failed fieldwork.
 3. Of the 251 graduates of the program 245 students have taken the National Board for Certification of Occupational Therapy (NBCOT) examination. Ninety-eight per cent of those who have taken the examination have passed. Our results are consistently above the national average.

IV. Results: A description of the actual results of overall student performance gathered from the summative assessment(s). (see III.b.)

Two classes have now completed the problem-based curriculum. The faculty subjective experience demonstrates that students are taking increased responsibility for their own learning. Feedback from the clinical sites validates that students are self-directed learners and active participants in the process. There has been some concern about the depth of knowledge of basic anatomy.

The first problem-based class took the National Board for Certification of Occupational Therapy (NBCOT) examination in September 2000. It is difficult to assess the results in relation to the curriculum because of the combination of the new curriculum at Sinclair Community College and some significant changes in the certification examination. One change was a national increase in the failure rate on the examination. Although we had an unprecedented 25% failure rate that was within the national average. This is an issue which will have to be studied further.

Employer surveys reflect the feedback from clinical instructors. The graduates are confident and self-directed.

V. Analysis/Actions: From analysis of your summative assessment results, do you plan to or have you made any adjustments to your program learning outcomes, methodologies, curriculum, etc.? If yes, describe. If no, explain.

Yes

We are satisfied with our program outcomes. However a functional anatomy course was added to the curriculum. We have also added a quarter to the curriculum to more thoroughly cover course content.

VI. General Education: A description of where and how within the major the three primary general education outcomes* (communication, thinking, values/citizenship/community) are assessed.

- a. Where within the major do you assess written communication? Describe the assessment method(s) used. Describe assessment results if available.

Since the beginning of the program in 1989, all OTA courses have been required to have a writing assignment. The papers are required to be professionally presented including correct spelling and grammar. Our process and standards are very similar to the recent writing assessment developed by the assessment committee. Written assignments, which do not meet standards, are required to be rewritten.

- b. Where within the major do you assess oral communication? Describe the assessment method(s) used. Describe assessment results if available.

Within each OTA course students are required to make individual and group presentations. The size of the audience varies from one-on-one presentations to groups of 15. Students are also required to conduct inservice presentations at their Directed Practice sites. They are given feedback by the site supervisor.

Students are evaluated on the quality of their presentation and given written feedback at the time of the presentation.

- c. Where within the major do you assess thinking? Thinking might include inventing new problems, seeing relationships and/or implications, respecting other approaches, demonstrating clarity and/or integrity, or recognizing assumptions. Describe the assessment method(s) used. Describe assessment results if available.

A major teaching element of the problem-based curriculum is the tutorial. Small groups of students (6 to 8) are given a problem. As a group they have to determine what they do not know and what they are going to investigate further. Students are responsible for individual research. They are evaluated within the tutorial on the quality and quantity of their research and their ability to synthesize the information from the research.

The Directed Practice component provides the students with a weekly opportunity to problem solve in the "real world" of the clinic. They are responsible for providing activities for the clients at their assigned clinical site. They are provided feedback in a weekly clinical class.

- d. Where within the major do you assess values/citizenship/community? These activities might include behaviors, perspective, awareness, responsibility, teamwork, ethical/professional standards, service learning or community participation. Describe the assessment method(s) used. Describe assessment results if available.

Starting in the Fall of 1997 all OTA students are assigned to a community outreach program designated as Directed Practice. These are populations that are underserved by occupational therapy. Students will be assigned to the same facility for five quarters. This provides them an opportunity to make an impact on the institution and follow through on treatment issues. Some of the institutions or

agencies are St. Joseph's Treatment Center, United Cerebral Palsy, Dayton Mental Health Center, S.O.S.

They are also evaluated on behavior two times per quarter. If the performance is unsatisfactory the student is placed on probation for 6 weeks. They may be removed from the program if the behavior is not improved.

- * Note: The oral communication checklist and the written communication checklist developed by the General Education Committee were adopted for college-wide use during the 1997-98 academic year by Academic Council. Thinking Guidelines developed by the General Education Committee were piloted by faculty during the 1998-99 academic year. Currently, a Student Honor Code is being developed.