

**DEPARTMENT REPORT  
OF  
PROGRAM LEARNING OUTCOMES ASSESSMENT**

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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: 2/03/05

Person(s) Interviewed: S. Kay Ashworth

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- 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 three times. Each accreditation cycle resulted in the program receiving the maximum available reaccreditation and high praise for the institution and the program. The OTA program currently has a 10-year reaccreditation (2013).

The total OTA curriculum was transformed into a problem based curriculum beginning in Fall Quarter 1998. Students starting in Fall Quarter 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 2003 as part of the self-study process for reaccreditation. Teaching syllabi are reviewed yearly by students and faculty immediately after the completion of the course. As a result of this process OTA faculty have recommended a total review of the curriculum and potential revision of courses.

**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:

| <b>Learning Outcomes</b>  | <b>Related Courses</b>  |
|---|---|
| 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 142, BIO 107, COM 206, OTA 101, OTA 131, OTA 132, OTA 133, OTA 231, OTA 232, OTA 233, OTA 234, OTA 220, OTA 221, 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 232, OTA 233, OTA 234, OTA 220, OTA 221, ALH 142, 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 232, OTA 233, OTA 234, OTA 220, OTA 221, PSY 121, PSY 122, SOC 111, SOC 215, Humanities and program elective  |

**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.*
  - c. *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. *Professional behavior components are built into grading rubrics for each assignment. (See attachment A)*

**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.



sites validates that students are self-directed learners and active participants in the process.

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.

As part of a national trend, the enrollment in the OTA program has expanded to capacity after several years of small enrollment. This has placed a stress on the resources of the department and created a need to reevaluate the feasibility of some of the individual assignments. It is also more difficult to maintain the high expectation of student accountability when there are so many students in the class. The faculty is currently reviewing each course for content, mixture of assignments and resources available.

- 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 at least one major writing assignment. All written assignments 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. Within each cohort, it has consistently been a concern of the OTA faculty that students appear to have difficulty with basic grammar and spelling. They also do not appear to value these skills. Unless these skills are specifically incorporated into the grade, students do not appear to value them. Written assignments, which do not meet standards, are required to be rewritten.

The field of occupational therapy also has professional documentation standards and expectations. Students begin clinical documentation in the first quarter of the program. Documentation is evaluated for clarity, technical language and accuracy as well as grammar and spelling.

- 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 in-service 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 Quarter of 1997, all OTA students are assigned to a community outreach program designated as Directed Practice. These populations are underserved by occupational therapy. Students are 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 United Rehabilitation Services, We Care Arts, Twin Valley Behavioral Center, and Choices in Community Living.

**APPENDIX A**

**WEEKLY DISCUSSION BOARD POSTING AND RESPONSES**

| <b>STANDARD</b>   | <b>DOES NOT MEET</b>   | <b>MEETS</b>   | <b>EXCEEDS</b>  | <b>GREATLY EXCEEDS</b>  |
|---|--|--|---|---|
| <b>Timely Posting</b>                                       | <ul style="list-style-type: none"> <li>• Not on time</li> <li>• Did not post</li> </ul>  | <ul style="list-style-type: none"> <li>• On Time Posting</li> </ul>  |   |   |
| <b>Posting Criteria</b>                                     | <ul style="list-style-type: none"> <li>• Does not include all required information</li> </ul>  | <ul style="list-style-type: none"> <li>• Includes all required information</li> </ul>  |   |   |
| <b>Professional Presentation of Posting &amp; Responses</b> | <ul style="list-style-type: none"> <li>• Does not use professional abbreviations and language.</li> <li>• Multiple typos, grammatical and spelling errors.</li> </ul>  | <ul style="list-style-type: none"> <li>• Uses appropriate netiquette</li> <li>• No typos, grammatical and spelling errors</li> <li>• Consistently uses professional abbreviations and language.</li> </ul> |   |   |
| <b>Response Criteria</b>                                    | <ul style="list-style-type: none"> <li>• Does not respond to Discussion Board Postings</li> <li>• Responds to only one posting</li> </ul>  | <ul style="list-style-type: none"> <li>• Responds to two postings</li> </ul>   | <ul style="list-style-type: none"> <li>• Responds to three postings</li> </ul>  | <ul style="list-style-type: none"> <li>• Responds to four or more postings</li> </ul>   |
| <b>Posting Content</b>                                      | <ul style="list-style-type: none"> <li>• Superficial in nature</li> <li>• Lacks self-assessment</li> <li>• Does not add to class discussion</li> <li>• Dazzles with verbiage but says nothing.</li> </ul>  | <ul style="list-style-type: none"> <li>• Minimal self assessment</li> <li>• Responses frequently repetitive</li> <li>• Minimally adds to class discussion</li> </ul>                                       | <ul style="list-style-type: none"> <li>• Demonstrates moderate self assessment in behavioral terms</li> <li>• Frequently adds to class discussion</li> </ul>  | <ul style="list-style-type: none"> <li>• Demonstrates in depth self-assessment in behavioral terms and provides functional examples.</li> <li>• Demonstrates self-directed learning and problem-solving skills to attain knowledge and application.</li> <li>• Skill, knowledge and attitude add to class discussion</li> </ul>                                       |
| <b>Response Content</b>                                     | <ul style="list-style-type: none"> <li>• Superficial in nature</li> <li>• Does not provide feedback</li> <li>• Negative or hostile in responses</li> <li>• Attacks personal character and differences</li> <li>• Disrespectful of others</li> <li>• Extremely opinionated</li> </ul> | <ul style="list-style-type: none"> <li>• Provides minimal feedback</li> <li>• Demonstrates minimal awareness in responses</li> <li>• Respectful of others opinions &amp; view points</li> </ul>            | <ul style="list-style-type: none"> <li>• Frequently provides feedback to peers</li> <li>• Frequently demonstrates initiative and interest in others postings of opinions and points of view.</li> <li>• Respectful of differing opinions</li> <li>• Frequently open to others opinions</li> </ul> | <ul style="list-style-type: none"> <li>• Consistently Provides realistic feedback to peers</li> <li>• Consistently demonstrates insight into others postings</li> <li>• Respectful of differing opinions.</li> <li>• Open to other opinions and differing points of view.</li> <li>• Able to agree to disagree without negative or condescending attitude.</li> </ul> |

## OT REFLECTION PAPER RUBRIC

| STANDARD                  | DOES NOT MEETS   | MEETS  | EXCEEDS  | GREATLY EXCEEDS  |
|---------------------------|--|--|--|--|
| <b>Mechanics</b>          | <ul style="list-style-type: none"> <li>• No Cover Page</li> <li>• No Title for paper</li> <li>• More than 5 typos or misspelled words.</li> <li>• Run on &amp;/or fragmented sentences.</li> </ul> | <ul style="list-style-type: none"> <li>• Cover page</li> <li>• Includes title of paper</li> <li>• 4 to 5 typos &amp;/or misspelled words</li> <li>• Minimal fragmented or run on sentences.</li> </ul> | <ul style="list-style-type: none"> <li>• Cover page</li> <li>• Includes title of paper</li> <li>• 1 to 3 to typos &amp;/or misspelled words</li> <li>• Appropriate grammar usage.</li> </ul>   | <ul style="list-style-type: none"> <li>• Cover page</li> <li>• Includes title of paper</li> <li>• No typos &amp;/or misspelled words</li> <li>• Appropriate grammar usage.</li> </ul>  |
| <b>Language</b>           | <ul style="list-style-type: none"> <li>• Difficult to follow</li> <li>• Informal language style</li> <li>• Portions may be poorly organized.</li> </ul>  | <ul style="list-style-type: none"> <li>• Appropriate language style.</li> <li>• Writing is generally clear, but unnecessary words are used</li> <li>• Provides organization &amp; structure</li> </ul> | <ul style="list-style-type: none"> <li>• Appropriate language style.</li> <li>• Professional terminology throughout.</li> <li>• Writing is clear but not always to the point.</li> <li>• Provides logical organizations and structure.</li> </ul>                                    | <ul style="list-style-type: none"> <li>• Appropriate language style.</li> <li>• Writing is crisp, clear, and succinct.</li> <li>• Consistent logical organization and structure</li> </ul>   |
| <b>Reflective Thought</b> | <ul style="list-style-type: none"> <li>• Few personal reactions.</li> <li>• Reactions are vague or repetitive</li> </ul>   | <ul style="list-style-type: none"> <li>• Some evidence of personal reactions.</li> <li>• Reactions may be vague or repetitive</li> </ul>   | <ul style="list-style-type: none"> <li>• Reflections include personal reaction that clearly reflect the student's feelings</li> </ul>  | <ul style="list-style-type: none"> <li>• All reflections include personal reactions that are descriptive and insightful</li> </ul>   |
| <b>Content</b>            | <ul style="list-style-type: none"> <li>• Does not include all required information</li> </ul>  | <ul style="list-style-type: none"> <li>• Includes all required information.</li> <li>• Minimal self exploration</li> <li>• Minimal examples to back feelings &amp; thought.</li> </ul>                 | <ul style="list-style-type: none"> <li>• Includes all required information.</li> <li>• Frequently demonstrates self-exploration.</li> <li>• Cites clear and understandable examples to back feelings and thought.</li> <li>• Demonstrates moderate risk &amp; creativity.</li> </ul> | <ul style="list-style-type: none"> <li>• Includes all required information.</li> <li>• Consistently demonstrates self-exploration in thought.</li> <li>• Consistently cites clear and understandable examples and situations to back up feelings and thoughts.</li> <li>• Demonstrates risk and creativity.</li> </ul> |
| <b>LENGTH</b>             | <ul style="list-style-type: none"> <li>• Less than 1500 words</li> </ul>   | <ul style="list-style-type: none"> <li>• 1500 words or more.</li> </ul>  |  |  |

## CREATIVITY PROJECTS RUBRIC

| STANDARD                   | DOES NOT MEET  | MEETS  | EXCEEDS   | GREATLY EXCEEDS  |
|----------------------------|--|--|---|--|
| <b>Involvement in task</b> | <ul style="list-style-type: none"> <li>• Frequently off task during creativity/open labs</li> <li>• Poor time management skills</li> </ul>   | <ul style="list-style-type: none"> <li>• Actively participated in exploring a variety of media</li> <li>• Occasionally needed prompting to stay on task</li> </ul>   | <ul style="list-style-type: none"> <li>• Enthusiastic exploration of media</li> <li>• Stayed on task without prompting</li> </ul>   | <ul style="list-style-type: none"> <li>• Consistently enthusiastic participation of exploration of media</li> </ul>  |
| <b>Size/complexity</b>     | <ul style="list-style-type: none"> <li>• Size/complexity of project demonstrates limited exploration of media</li> <li>• Clearly little time/effort demonstrated in the completed project</li> </ul>                 | <ul style="list-style-type: none"> <li>• Size/complexity of project demonstrates more than basic exploration of media</li> <li>• Adequate time/effort demonstrated in completed project</li> </ul>   | <ul style="list-style-type: none"> <li>• Size/complexity of project demonstrates significant exploration of media</li> <li>• Excellent time/effort demonstrated in completed project</li> </ul> | <ul style="list-style-type: none"> <li>• Size/complexity of project demonstrates exemplary exploration of media</li> <li>• Superior time/effort demonstrated in completed project</li> </ul> |
| <b>Creativity</b>          | <ul style="list-style-type: none"> <li>• Little creative energy used during this activity</li> <li>• Bland, predictable, and lacked "zip"</li> <li>• Repetitive and or derivative of other student's work</li> </ul> | <ul style="list-style-type: none"> <li>• Projects demonstrate some originality or interpretation</li> <li>• Experiments with alternate possibilities/techniques</li> <li>• Incorporates "mistakes" into design element</li> <li>• Sporadically or inconsistently clever</li> </ul> | <ul style="list-style-type: none"> <li>• Projects frequently demonstrate a unique approach</li> </ul>   | <ul style="list-style-type: none"> <li>• Extremely clever &amp; original</li> <li>• A unique approach that truly enhances the project</li> </ul>   |
| <b>Completed Projects</b>  | <ul style="list-style-type: none"> <li>• Project not complete</li> </ul>   | <ul style="list-style-type: none"> <li>• Project completed</li> </ul>  |   |  |
| <b>Quality</b>             | <ul style="list-style-type: none"> <li>• Poor workmanship on project</li> </ul>  | <ul style="list-style-type: none"> <li>• Overall appearance of being well made</li> </ul>  | <ul style="list-style-type: none"> <li>• Good workmanship throughout</li> </ul>   | <ul style="list-style-type: none"> <li>• Consistently high quality of workmanships</li> </ul>  |
| <b>Speaking Skills</b>     | <ul style="list-style-type: none"> <li>• Read information</li> <li>• Rate too slow/fast;</li> <li>• Seemed uninterested and used monotone</li> <li>• Spoke too quietly for everyone to hear.</li> </ul>              | <ul style="list-style-type: none"> <li>• Used no notes</li> <li>• Expression consistent with content</li> <li>• All audience members could hear presentation</li> </ul>  | <ul style="list-style-type: none"> <li>• Fluid presentation</li> <li>• Expression consistent with content</li> <li>• All audience members could hear presentation</li> </ul>                    | <ul style="list-style-type: none"> <li>• Poised &amp; enthusiastic</li> <li>• Clear articulation</li> <li>• Proper volume</li> </ul>   |

## RESOURCE PARTICIPATION RUBRIC

| STANDARD                        | DOES NOT MEET  | MEETS   | EXCEEDS   | GREATLY EXCEEDS  |
|---------------------------------|--|---|---|--|
| <b>Attendance</b>               | <ul style="list-style-type: none"> <li>• Missed sessions or parts of sessions.</li> </ul>  | <ul style="list-style-type: none"> <li>• Attended every session for the entire session</li> </ul>   |   |  |
| <b>Quality of Interaction</b>   | <ul style="list-style-type: none"> <li>• Did not or rarely spoke</li> <li>• Appears disinterested or distracted</li> <li>• Needed prompts to participate in discussions</li> </ul> | <ul style="list-style-type: none"> <li>• Spontaneously verbally participated every session</li> <li>• Listened attentively to others</li> <li>• Usually shared feelings and thoughts with others</li> </ul> | <ul style="list-style-type: none"> <li>• Consistently contributed to individual and class discussion without dominating the conversation</li> <li>• Clearly communicated desires, ideas, personal needs and feelings</li> </ul> | <ul style="list-style-type: none"> <li>• Enhanced the learning and understanding of others by verbal contributions</li> <li>• Reflected awareness of others' views &amp; opinions</li> </ul> |
| <b>Listening Skills</b>         | <ul style="list-style-type: none"> <li>• Interrupted/talked while someone else talked</li> <li>• Distracted, not paying attention</li> </ul>                                       | <ul style="list-style-type: none"> <li>• Usually listened to others</li> </ul>  | <ul style="list-style-type: none"> <li>• Frequently actively listened</li> </ul>  | <ul style="list-style-type: none"> <li>• Consistently actively listened to others</li> </ul>   |
| <b>Non-verbal communication</b> | <ul style="list-style-type: none"> <li>• Did not respond to non-verbal cues.</li> </ul>  | <ul style="list-style-type: none"> <li>• Drew accurate conclusions from body language and facial expressions</li> </ul>   | <ul style="list-style-type: none"> <li>• Able to recognize and use subtle non-verbal communication cues.</li> </ul>   | <ul style="list-style-type: none"> <li>• Able to recognize and use subtle non-verbal communication cues.</li> </ul>  |