

Doisy College of Health Sciences
Saint Louis University

PROGRAM ASSESSMENT PLAN

Academic Degree Program **Masters of Occupational Science [MOT]**
Academic Department **Occupational Science and Occupational Therapy [OSOT]**

Assessment Methods				Use of Assessment Data			
PLO	Program Learning Outcome	Assessment Mapping	**	Assessment Methods Program Target	Data Collection Initial Data Analysis* Person(s) Responsible	Data Analysis Action Plan**	Timeline
PLO #1	Satisfactorily apply theories that underlie the practice of occupational therapy.	1~ MOT 5350:Theoretical Foundations of Occupational Therapy Wiki Assignment	D	1~ An average of 84% of students will identify theories that underlie the practice of occupational therapy on the MOT 5350: Wiki Assignment.	1~ Course instructor will perform the collection and analysis	MOT program faculty will discuss assessment data at end of year faculty meeting and determine action plan(s) if necessary.	Every academic year ending in an even number
			D	2~ An average of 84% of students will apply theories that underlie the practice of occupational therapy on the MOT 5260	2~ Course instructor will perform the collection and analysis		

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** The program committee will discuss assessment data, determine action plan(s), and monitor implemented action plans during regularly scheduled dedicated meeting time(s).

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		2~ MOT 5260: Professional Reasoning and Development Independent Clinical Reasoning Examination 3~ MOT 5700 and 5750: Advanced Field Work I Item #16 on AOTA Fieldwork Performance: Establishes an accurate and appropriate plan based on the evaluation results, through integrating multiple factors such	I	Independent Clinical Reasoning Examination. 3~ An average of 84% of students will score a "3" (Meets Standards) or higher on the AOTA Fieldwork Performance Evaluation.	3~ Course instructor (FWEC) will perform the collection and analysis		

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		as client's priorities, context(s), theories, and evidence-based practice.					
PLO #2	Demonstrate skills in assessment and intervention practice in the implementation of occupational therapy with clients across the lifespan.	1~ MOT 5600 Occup Thrpy w/Infnts & Childrn Community Pediatric Fieldwork & Case Study 2~ MOT 5550 Occupational Therapy for Adults with	D D	1~ An average of 84% of students will identify assessments and interventions for the implementation of occupational therapy with clients across the lifespan in the MOT 5600 Community Pediatric Fieldwork & Case Study. 2~ An average of 84% of students will describe assessments and interventions for the implementation of occupational therapy with	1~ Course instructor will perform the collection and analysis 2~ Course instructor will perform the collection and analysis	MOT program faculty will discuss assessment data at end of year faculty meeting and determine action plan(s) if necessary.	Every academic year ending in an even number

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		Neurological Dysfunction evaluation and intervention assignment related to Level I Fieldwork 3~ MOT 5700 Advanced Field Work I and 5750-Advanced Fieldwork II: Item #11 on AOTA Fieldwork Performance Evaluation:	I	clients across the lifespan in the MOT 5550 evaluation and intervention assignment related to Level I Fieldwork. 3~ An average of 84% of students will score a “3” (Meets Standards) or higher on the AOTA Fieldwork Performance Evaluation.	3~ Course instructor (FWEC) will perform the collection and analysis		

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		Assesses client factors and context(s) that support or hinder occupational performance.					
PLO #3	Demonstrate skills in research design.	1~ MOT 5490 Applied Research I Annotated Bibliography Assignment 2~ MOT 5500 Applied Research II Part II Assignment, students articulate research methods in program development	D D	1~ An average of 84% of students will identify various research design methods related to occupational therapy practice and education in the MOT 5490 Applied Research Annotated Bibliography Assignment. 2~ An average of 84% of students will describe the principles of research design related to occupational therapy practice and education in	1~ Course instructor will perform the collection and analysis 2~ Course instructor will perform the collection and analysis	Faculty teaching OT research will further analyze and discuss assessment data and determine action plan(s) at designated program meetings.	Every academic year ending in an odd number

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		include research design, data collection, and data analysis.		the MOT 5500 Applied Research II Part II Assignment.			
PLO #4	Effectively interact through written communication in a professionally acceptable manner.	1~ MOT 5300 Fundamentals of OT Practice Fundamentals of Occupational Therapy/Documentation Assignment 2~ MOT 5400 – OT Adults Physical Dysfunction	D D	1~ An average of 84% of students will identify methods to interact through written communication in a professionally acceptable manner on the MOT 5300 Fundamental of Occupational Therapy/Documentation Assignment. 2~ An average of 84% of students will describe methods of interaction through written communication in a professionally acceptable	1~ Course instructor will perform the collection and analysis 2~ Course instructor will perform the collection and analysis	Program faculty will further analyze and discuss assessment data and determine action plan(s) at designated program meeting(s).	Every academic year ending in an odd number

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		OT for Adults with Physical Dysfunction/ Completion of SOAP note on a client observed during Level 1 Fieldwork		manner in MOT 5400 OT for Adults with Physical Dysfunction: SOAP note on a client observed during Level 1 Fieldwork assignment.			
PLO #5	Students will construct a professional sense of self as an occupational therapist.	1~ MOT 5020 Professional Development I Communication Style Reflection 2~ MOT 5700 Advanced Field Work I and 5750 Advanced	D I	An average of 84% of students will identify methods of constructing a professional sense of self as an occupational therapist on the MOT 5020 Communication Style Reflection. 2~ An average of 84% of students will score "3" (Meets Standards) or higher on the AOTA	1~ Course instructor will perform the collection and analysis 2~ Course instructor (FWEC) will perform the collection and analysis	MOT program faculty will discuss assessment data at Fall Faculty Retreat to determine action plan(s) if necessary.	Every academic year ending in an odd number

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		Fieldwork II: Item #6 on AOTA Fieldwork Performance Evaluation: Clearly, confidently, and accurately communicates the roles of the occupational therapist and occupational therapy assistant to clients, families, significant others, colleagues, service providers, and the public.		Fieldwork Performance Evaluation.			

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DEGREE PROGRAM	PROGRAM LEARNING OUTCOME	UNSATISFACTORY	INTRODUCE (remember/understand)	REINFORCE (apply/analyze)	MASTERY (evaluate/create)
BSOS (academic year ending in an even number)	1 - Describe the scope of the discipline of occupational science.	Unable to describe the scope and discipline of occupational science.	Identifies the scope and discipline of occupational science.	Describes how occupational science can be applied in several scopes and disciplines.	Applies occupational science terminology to classroom activities and applied learning experiences.
BSOS (academic year ending in an odd number)	2 - Apply occupational science knowledge through active engagement in community-based service learning.	Unable to apply occupational science knowledge through active learning.	Identifies concepts of occupational science that can be used during community-based learning activities.	Demonstrates occupational science knowledge throughout active engagement in community-based service learning.	Analyses real-world experiences based on occupational science knowledge during engagement in community-based service learning.
BSOS (academic year ending in an even number)	3 - Describe the relationship between situational factors and opportunities for occupational engagement, with an emphasis on identifying injustices.	Unable to describe relationships between factors and occupational engagement opportunities.	Identifies situational factors and opportunities for occupational engagement, with an emphasis on identifying injustices.	Describes the relationship between situational factors and opportunities for occupational engagement, with an emphasis on identifying injustices.	Analyses the relationship between situational factors and opportunities for occupational engagement, with an emphasis on identifying injustices.
BSOS (academic year ending in an odd number)	4 - Evaluate theoretical concepts regarding humans as occupational beings.	Unable to identify theories regarding humans as occupational beings.	Identifies theoretical concepts regarding humans as occupational beings.	Describes how theoretical concepts regarding humans as occupational beings can be utilized everyday activities.	Applies theoretical concepts to community-based service learning activities.
BSOS (academic year ending in an even number)	5 - Describe the types of inquiries that fall within the domain of occupational science.	Unable to describe inquiries within the domain of occupational science.	Identifies domains of occupational science.	Describes different types of occupational science inquiries.	Analyses different types of inquiries within the domain of occupational science.
DEGREE PROGRAM	PROGRAM LEARNING OUTCOME	UNSATISFACTORY	INTRODUCE (remember/understand)	REINFORCE (apply/analyze)	MASTERY (evaluate/create)
MOT (academic year ending in an even number)	1 - Apply theories that underlie the practice of occupational therapy.	Unable to identify theories that underlie the practice of occupational therapy.	Identifies theories that underlie the practice of occupational therapy.	Applies theories that underlie the practice of occupational therapy.	Demonstrates clinical reasoning to develop theory-driven occupational therapy interventions.
MOT (academic year ending in an even number)	2 - Demonstrate skills in assessment and intervention practice in the implementation of occupational therapy with clients across the lifespan.	Unable to demonstrate skills in assessment and intervention practice in the implementation of occupational therapy with clients across the lifespan.	Identifies assessments and interventions for the implementation of occupational therapy with clients across the lifespan.	Describes assessments and interventions for the implementation of occupational therapy with clients across the lifespan.	Demonstrates skills in assessment and intervention practice in the implementation of occupational therapy with clients across the lifespan.
MOT (academic year ending in an odd number)	3 - Demonstrate skills in research design.	Unable to demonstrate skills in research design.	Identifies various research design methods related to occupational therapy practice and education.	Describes the principles of research design related to occupational therapy practice and education.	Designs and executes a research study related to occupational therapy practice or education.
MOT (academic year ending in an odd number)	4 - Effectively interact through written communication in a professionally acceptable manner.	Unable to effectively interact through written communication in a professionally acceptable manner.	Identifies ways to interact through written communication in a professionally acceptable manner.	Describes ways to interact through written communication in a professionally acceptable manner.	Interacts effectively through written communication in a professionally acceptable manner.
MOT (academic year ending in an odd number)	5 - Students will construct a professional sense of self as an occupational therapist.	Unable to construct a professional sense of self as an occupational therapist.	Identifies ways to construct a professional sense of self as an occupational therapist.	Describes ways to construct a professional sense of self as an occupational therapist.	Constructs a professional sense of self as an occupational therapist.
DEGREE PROGRAM	PROGRAM LEARNING OUTCOME	UNSATISFACTORY	INTRODUCE (remember/understand)	REINFORCE (apply/analyze)	MASTERY (evaluate/create)
OTD (academic year ending in an even number)	1 - Critically evaluate research interpretations and results.	Unable to critically evaluate research.	Identifies the importance of critically evaluated research and interpretation of results.	Perform an evaluation of critical research and interpretation of results.	Proposes strategies for the performance of critically evaluating research and interpretation of results.
OTD (academic year ending in an odd number)	2 - Critically appraise relevant literature to propose new paths for knowledge development.	Unable to critically appraise relevant literature to propose new paths for knowledge development.	Identifies how to critically appraise relevant literature to propose new paths for knowledge development.	Describes the method of critical appraisal of relevant literature to propose new paths for knowledge development.	Demonstrates the critical appraisal of relevant literature to propose new paths for knowledge development.
OTD (academic year ending in an even number)	3 - Generate solutions for an unmet professional need in a chosen practice domain.	Unable to generate solutions for an unmet professional need in a chosen practice domain.	Identifies how to generate solutions for an unmet professional need in a chosen practice domain.	Describes the generating of solutions for an unmet professional need in a chosen practice domain.	Performs generation of solutions for an unmet professional need in a chosen practice domain.
OTD (academic year ending in an odd number)	4 - Analyze the impact of policy processes on occupational therapy service delivery.	Unable to analyze the impact of policy processes on occupational therapy service delivery.	Identifies analyses for the impact of policy processes on occupational therapy service delivery.	Describes the analysis the impact of policy processes on occupational therapy service delivery.	Applies the analysis of the impact of policy processes on occupational therapy service delivery.
					MASTERY (evaluate/create) evidence of exceeding learning objectives (91% or higher)