

**Doisy College of Health Sciences
Saint Louis University**

**Academic Degree Program Occupational Therapy Doctorate [OTD]
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	Critically evaluate research interpretations and results.	1~ ORES 5010 Written Final Exam	D	1~ An average of 84% of students will identify the importance of critically evaluated research and interpretation of results on the ORES 5010 Written Final Exam.	1~ Course instructor will perform the collection and analysis	OTD committee will discuss assessment data and determine action plan(s) at annual meeting.	Every academic year ending in an even number
		2~ OTD Capstone Final Paper	D	2~ An average of 84% of students will perform an evaluation of critical research and interpretation of results in the OTD Capstone Final Paper.	2~ Course instructor will perform the collection and analysis		

* The sample size for conducting data collection and analysis is predicated on the number of students in the program and will be determined on a yearly basis. The determination of the sample size will be described in each yearly progress report.

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

3.12.18

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PLO	Program Learning Outcome	Assessment Mapping	**	Assessment Methods Program Target	Data Collection Initial Data Analysis* Person(s) Responsible	Data Analysis Action Plan**	Timeline
PLO #2	Critically appraise relevant literatures to propose new paths for knowledge development.	1` OCH 6100 Occupational Science in Practice and Society "The issue is..." Paper 2~ OTD Capstone Proposal	D D	1~ An average of 84% of students will identify how to critically appraise relevant literatures to propose new paths for knowledge development in the OCH 6100 "The issue is..." Paper. 2~ An average of 84% of students will describe methods of critical appraisal of relevant literatures to propose new paths for knowledge development in the OTD Capstone Proposal.	1~ Course instructor will perform the collection and analysis 2~ Course instructor will perform the collection and analysis	OTD committee will discuss assessment data and determine action plan(s) at annual meeting.	Every academic year ending in an odd number
PLO #3	Generate solutions for an unmet professional need in a chosen practice domain.	1~ OCH 6100 Occupational Science in Practice and Society	D	1~ An average of 84% of students will identify how to generate solutions for an unmet professional need in a	1~ Course instructor will perform the	OTD committee will discuss assessment data and determine	Every academic year ending in an even number

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PLO	Program Learning Outcome	Assessment Mapping	**	Assessment Methods Program Target	Data Collection Initial Data Analysis* Person(s) Responsible	Data Analysis Action Plan**	Timeline
		"The issue is..." Paper 2~ OCTH 6300 Occupational Justice Proposal	D	chosen practice domain on the OCTH 6100 "The issue is..." Paper. 2~ An average of 84% of students will describe the generation of solutions for an unmet professional need in a chosen practice domain in the OCTH 6300 Occupational Justice Proposal. .	collection and analysis 2~ Course instructor will perform the collection and analysis	action plan(s) at annual meeting.	
PLO #4	Identify and analyze the impact of policy processes on occupational therapy service delivery.	1~ OCTH 6200 Professional Leadership and Public Policy Public Policy Process Assignment	D D	1~ An average of 84% of students will analyze the impact of policy processes on occupational therapy service delivery in the OCTH 6200 Public Policy Process Assignment. 2~ An average of 84% of students will describe the	1~ Course instructor will perform the collection and analysis 2~ Course instructor will	OTD committee will discuss assessment data and determine action plan(s) at annual meeting.	Every academic year ending in an odd number

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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
		2~ OCTH 6200 Professional Leadership and Public Policy Policy Analysis Paper		impact of policy processes on occupational therapy service delivery in the OCTH 6200 Policy Analysis Paper.	perform the collection and analysis		

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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.	Analyzes 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.	Analyzes 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.	Analyzes 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 odd 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 even number)	2- Critically appraise relevant literature for the proposal of new paths for knowledge development.	Unable to critically appraise relevant literature for the proposal of 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 objective (95% or higher)					