

## Doisy College of Health Sciences Program-Level Assessment: Annual Report

Program: Occupational Therapy	Department: Occupational Science & Occupational Therapy
Degree or Certificate Level: Masters in OT (MOT)	College/School: Doisy College of Health Sciences
Date (Month/Year): June 15, 2021	Primary Assessment Contact: Cynthia Matlock
In what year/cycle was the data upon which this report is based collected? Academic Year 2020-2021	
In what year/cycle was the program's assessment plan most recently reviewed/updated? September 2020	

### 1. Student Learning Outcomes

Which of the program's student learning outcomes were assessed in this annual assessment cycle?

**Three:** Demonstrate skills in research design.

**Four:** Effectively interact through written communication in a professionally acceptable manner.

**Five:** Students will construct a professional sense of self as an occupational therapist.

### 2. Assessment Methods: Student Artifacts

Which student artifacts were used to determine if students achieved this outcome? Please identify the course(s) in which these artifacts were collected. Clarify if any such courses were offered a) online, b) at the Madrid campus, or c) at any other off-campus location.

**Three:**

- MOT 5490 Applied Research I (online)  
Annotated Bibliography
- MOT 5500 Applied Research II (online)  
Part II Articulate Research Methods in Program Development

**Four:**

- MOT 5300 Fundamentals of Occupational Therapy
- and
- MOT 5400 Occupational Therapy for Adults with Physical Dysfunction  
Fieldwork Assignment

Originally the artifact to be reviewed was a SOAP note. However, due to the pandemic environment limitations, fieldwork was moved to the end of the semester, and the assignment was shortened and broken up into pieces of professional documentation that was posted on the classroom blackboard site each night following a day of fieldwork. Rather than a SOAP note, the students posted a patient problem list the first evening, one short-term goal and one long-term goal the second evening, and a treatment idea to address the prior short-term goal on the third evening. All three of these items are part of professional writing and therefore demonstrate similar skills to the original SOAP note option.

There is also a reflection aspect to this assignment (turned in on their last day of fieldwork). However, this is not included in the review secondary to it not being associated with professional writing in the field of occupational therapy.

The course was entirely in-person, but all written assignments were collected online via Blackboard upload or Blackboard discussion board. The actual fieldwork that was the focus of this assignment occurred off campus in various locations (including but not limited to acute care hospital floors, in-patient hospital settings, outpatient clinics, and skilled nursing facilities).

### **Important Notes:**

Due to limited access to clinical sites and the need to reschedule field experiences to the two final weeks of the Spring Semester, the original assignment was replaced with daily small written assignments submitted to Blackboard. These smaller assignments were components of client documentation, like the original SOAP note assignment. The course instructor evaluated the student artifacts using the rubric located in Appendix A, attached to this Annual Report form. This rubric displays the content of the assignment.

**Five:** MOT 5020 Professional Development I (online) (taught by an instructor who resigned, no data available)  
Communication Style Reflection

### **3. Assessment Methods: Evaluation Process**

What process was used to evaluate the student artifacts, and by whom? Please identify the tools(s) (e.g., a rubric) used in the process and include them in/with this report.

#### **Course Instructors evaluated the student artifacts.**

##### **Three:**

- MOT 5490 Applied Research I  
Annotated Bibliography
- MOT 5500 Applied Research II  
Part II Articulate Research Methods in Program Development

##### **Four:**

- MOT 5300 Fundamentals of Occupational Therapy
- and
- MOT 5400 Occupational Therapy for Adults with Physical Dysfunction  
Fieldwork Assignment

**Five:** MOT 5020 Professional Development I (taught by an instructor who resigned, no data available)  
Communication Style Reflection

### **4. Data/Results**

What were the results of the assessment of the learning outcomes? Please be specific. Does achievement differ by teaching modality (e.g., online vs. face-to-face) or on-ground location (e.g., STL campus, Madrid campus, other off-campus site)?

**NOTE:**

The program target identified in the assessment plan, which is the minimum percentage of students able to achieve each PLO at the designated ranking, was established at the College standard rate of 85% or better by the former Dean of the Doisy College of Health Sciences.

**Three:**

- MOT 5490 Applied Research I  
Annotated Bibliography (no data reported)
- MOT 5500 Applied Research II  
Part II Articulate Research Methods in Program Development (no data reported)

**Four:**

- MOT 5300 Fundamentals of Occupational Therapy  
and
  - MOT 5400 Occupational Therapy for Adults with Physical Dysfunction  
Fieldwork Assignment
- After reviewing, approximately 81% of students obtained a ranking of mastery (or meets standards) on the professional documentation portion of the assignment. Roughly 18% of students achieved proficiency (adequate) rankings, and 1% is still developing these skills.

Students did vary slightly in their achievement based on the location of their fieldwork. For example, if a student was in an acute care setting, that student may have had a more difficult time completing the short-term and long-term goals, as sometimes the patient is only seen one time before discharge and only one goal is normally written for that patient (making that portion of the assignment less applicable for the setting).

**Five:** MOT 5020 Professional Development I

Communication Style Reflection taught by an instructor who resigned, no data available)

**5. Findings: Interpretations & Conclusions**

What have you learned from these results? What does the data tell you?

**Three:**

- MOT 5490 Applied Research I  
Annotated Bibliography (no data reported)
- MOT 5500 Applied Research II  
Part II Articulate Research Methods in Program Development (no data reported)

**Four:**

- MOT 5300 Fundamentals of Occupational Therapy  
and
- MOT 5400 Occupational Therapy for Adults with Physical Dysfunction  
Fieldwork Assignment

Overall, the students are where they need to be in relation to their mastery of professional writing. They are in their second semester of occupational therapy education, and the program intentionally scaffolds professional writing throughout their time here. They will return in the fall to continue practicing this skill. It is therefore not expected that all students would reach a level of mastery at this point in their education.

**Five:** MOT 5020 Professional Development I

Communication Style Reflection (taught by an instructor who resigned, no data available)

## 6. Closing the Loop: Dissemination and Use of Current Assessment Findings

- A. When and how did your program faculty share and discuss these results and findings from this cycle of assessment?

Dissemination and use of current assessment findings were reviewed in the last meeting of the Department in May 2021. The process was reviewed and recommendations for the future made.

- B. How specifically have you decided to use findings to improve teaching and learning in your program? For example, perhaps you've initiated one or more of the following:

### Changes to the Curriculum or Pedagogies

- Course content
- Teaching techniques
- Improvements in technology
- Prerequisites
- Course sequence
- New courses
- Deletion of courses
- Changes in frequency or scheduling of course offerings

### Changes to the Assessment Plan

- Student learning outcomes
- Student artifacts collected
- Evaluation process
- Evaluation tools (e.g., rubrics)
- Data collection methods
- Frequency of data collection

Please describe the actions you are taking as a result of the findings.

### Three:

- MOT 5490 Applied Research I  
Annotated Bibliography (no data available)
- MOT 5500 Applied Research II  
Part II Articulate Research Methods in Program Development (no data available)

### Four:

- MOT 5300 Fundamentals of Occupational Therapy  
and
- MOT 5400 Occupational Therapy for Adults with Physical Dysfunction  
Fieldwork Assignment

Faculty is reflecting on options to allow students whose fieldwork sites do not fit into the standard set of professional documentation requirements to shift how the assignment is completed. For example, as a solution to the acute care situation described in question 4, a student could write two separate goals rather than one short-term goal that builds into a long-term goal if they will not be seeing a patient long enough for a long-term goal to be feasible.

- Five:** MOT 5020 Professional Development I (taught by an instructor who resigned, no data available)  
Communication Style Reflection (taught by an instructor who resigned, no data available)

If no changes are being made, please explain why.

See 7. D. Closing the Loop

## 7. Closing the Loop: Review of Previous Assessment Findings and Changes

- A. What is at least one change your program has implemented in recent years as a result of assessment data?

See 7. D. Closing the Loop

- B. How has this change/have these changes been assessed?

See 7. D. Closing the Loop

**C. What were the findings of the assessment?**

See 7. D. Closing the Loop

**D. How do you plan to (continue to) use this information moving forward?**

The Department is entering a third year of flux: the College Dean is interim due to resignation of Dean Wilson; the Department Chairperson resigned two years ago and was replaced with an interim chair; a Chairperson Search is currently in process; an existing faculty member was moved to the Program Director of Graduate Education; the Program Director of Undergraduate Education was given additional responsibilities; several faculty resigned at the beginning of each semester with minimal notice and adjunct instructors were hired to fill the gaps; one of two staff members left the University for new employment; and the pervasive effects of the pandemic on teaching and learning.

Despite the above, faculty continued to assess courses and the curriculum:

- Faculty communication became even more significant, especially as half of the teaching faculty were adjunct hires.
- As core faculty were assigned to different courses to cover the shortage of instructors, faculty became aware of pre-requisite content- content that needed to occur before and after their course.
- Although mindful of Program Assessment, the Program focused on maintaining compliance with our accreditation standards. Course evaluations were utilized to assess courses, as were regular curriculum discussions.
  - + Changes to syllabi (revised to include specific expectations to facilitate course outcomes), learning activities, and the course schedule occurred as a result of this communication and course instructor re-assignment.
  - + Student feedback was sought at mid-term (formative) and summative (Blue Course Evaluation).

Looking forward, the following recommendations will facilitate the assessment process:

The Program is currently reviewing and revising the undergraduate curriculum to integrate the University Core Curriculum (effective Fall 2022) and the modified Interprofessional Education curriculum. This activity presents an excellent opportunity to:

- Align Program Learning Outcomes, the Assessment Plan, and the Assessment Rubric more closely with the MOT Vision, Mission, and Program Learning Outcomes.
- A process needs to be developed to sustain Program Assessment in spite of leadership, teaching faculty, adjunct instructors, and staff changes and turnover.

These ideas, and more, will be shared with the new Department Chairperson, once hired.

**IMPORTANT: Please submit any assessment tools and/or revised/updated assessment plans along with this report.**

**Appendix A.**  
**MOT 5400 Fieldwork Grading Rubric**

**Rating System:**

*Meets Standards:* Performance is consistent with level of OT education. Student demonstrates level of knowledge and skills to establish a functional treatment plan supported by evidence. Student documents clearly.

*Adequate:* Student demonstrates emerging skills in this area but may make errors in logistical aspects or practical considerations. Student would benefit from continued improvement in **one or two** of the listed criteria or have missed one criterion completely.

*Marginal:* Performance needs significant improvement in **two or more** of the listed criteria.

*Unsatisfactory:* Performance is below standards and requires significant development. Performance does not meet expectations for the assignment, fails to acceptably complete this aspect of the assignment, or requires significant revision.

	Meets Standards	Adequate	Marginal	Unsatisfactory
<b>Problem List</b>				
• Person-Centered				
• Includes important diagnoses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Includes biomechanical/mental issues	5 points	3 points	1 point	0 points
• Includes occupational limitations				
<b>Short-Term Goal (1 point for each area)</b>				
• Appropriately leads to LTG				
• COAST Method utilized	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Person-Centered	5 points	3 points	1 point	0 points
• Appropriate time frame for this practice setting				
• Functional/occupational goals				
<b>Long-Term Goal (1 point for each area)</b>				
• COAST Method utilized				
• Person-Centered	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Appropriate time frame for this practice setting	5 points	3 points	1 point	0 points
• Reflects problem list				
• Functional/occupational goals				
<b>Treatment Basics</b>				
• Activity could be completed in an appropriate time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Activity is appropriate for practice area	5 points	3 points	1 point	0 points
• Activity is appropriate for Skilled OT practice.				

**Treatment Approach**

- |   |                          |                          |                          |                          |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| • Clear, concise explanation using skilled verbiage | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Intervention selected fits client factors         | 5 points                 | 3 points                 | 1 point                  | 0 points                 |
| • Appropriate approach for this client/setting      |                          |                          |                          |                          |

**Activity 1**

- |  |                          |                          |                          |                          |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| • Activity matches level of care                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Activity matches client's STG  | 5 points                 | 3 points                 | 1 point                  | 0 points                 |
| • Activity is explained in detail so another therapist could carry out |                          |                          |                          |                          |

**Fieldwork Level 1 General Reflection****Reflection on Fieldwork Experience:**

- |   |                          |                          |                          |                          |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| • Succinct description of events                              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Demonstrates clinical reasoning, PRN                        | 5 points                 | 3 points                 | 1 point                  | 0 points                 |
| • Describes alternate methods/problem-solving, if appropriate |                          |                          |                          |                          |
| • Suggests improvements for the experience/assignment, PRN    |                          |                          |                          |                          |

**Self-Reflection:**

- |   |                          |                          |                          |                          |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| • Describes personal learning experience  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Discusses two strengths/two areas of improvement  | 5 points                 | 3 points                 | 1 point                  | 0 points                 |
| • Demonstrates adequate reflection on areas of fieldwork that surprised/changed student's views on his/her future practice. |                          |                          |                          |                          |

**Occupational Justice**

- |  |                          |                          |                          |                          |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| • Adequate/comprehensive description of events                                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Clear connection to occupational injustice                                   | 5 points                 | 3 points                 | 1 point                  | 0 points                 |
| • Well-thought out response to situation                                       |                          |                          |                          |                          |
| • Demonstrates understanding of occupational Justice in THIS practice setting. |                          |                          |                          |                          |

**General Writing**

- |  |                          |                          |                          |                          |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| • No grammar issues                                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • No spelling issues                                     | 5 points                 | 3 points                 | 1 point                  | 0 points                 |
| • Use of appropriate verbiage for a professional setting |                          |                          |                          |                          |

Total Score: \_\_\_\_\_ (Out of 50)