

FLORIDA GULF COAST UNIVERSITY
College of Health Profession
Department of Occupational Therapy and Community Health
MS in Occupational Therapy

Institutional Effectiveness Measures
2007

Unit Mission Statement	Purpose	Expected Results (Student Learning Outcomes)	Assessment Criteria and Measures	Use of Assessment Results for Change
<p>“The College of Health Professions provides students with health professions education that is grounded in academic excellence, fosters critical thinking and ethical practice, and promotes interdisciplinary collaboration. Faculty in baccalaureate and graduate educational programs facilitate development of active learning, utilize multiple delivery systems, and cooperate with community partners to prepare competent and caring health professionals.”</p>	<p>The purpose of the Occupational Therapy Program is to prepare students to embrace the art and science of the profession, thus enabling graduates to provide creative, ethical, and evidence-based services in an increasingly diverse and technologically advanced world. The Program and its community partners collaborate to promote client-centered, occupation-based practice and provide leadership within multiple communities. We value an active learning environment that fosters the personal and professional development of students, faculty, and community members.</p>	<p>Graduates of the Master of Science in Occupational Therapy will be able to:</p> <ol style="list-style-type: none"> 1. Utilize a breadth and depth of knowledge in the liberal arts and sciences and an understanding of issues related to globalism and diversity, as a foundation for practice 2. Practice in a wide variety of settings, having been exposed broadly to delivery models and systems utilized in settings where occupational therapy is currently practiced as well as those where it is 	<p>Self-assessment, instructor assessment, and clinical supervisor assessment is used. Achievement of Student Learning Outcomes is evaluated in course-related performance evaluations of students as well as alumni and employer surveys. Both academic and professional behavior performance of students is assessed throughout the program, and performance of students is assessed also through Level II Fieldwork (evaluation provided by skilled clinical educator on nationally-standardized form, the FWE). Performance of graduates is assessed by objective scores on the</p>	<p>1) Students use self-evaluation and advisor evaluation to modify professional behaviors in preparation for clinical rotations and graduation. This is done each semester in conjunction with specific courses, including Level I Fieldwork. Professional behavior standards are specified in policy published in our Graduate Student Handbook. If a student fails to modify unprofessional behavior, he or she may be prevented from enrolling in Level II Fieldwork, the capstone experience of the program. We have not yet had such a situation occur.</p>

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		<p>emerging as a service.</p> <p>3. Apply occupational therapy theories and best-practice methods to specific client situations in clinical settings.</p> <p>4. Articulate and apply professional principles, intervention approaches and rationales, and expected outcomes as related to occupation.</p> <p>5. Effectively collaborate with professionals in other disciplines.</p> <p>6. Supervise and work in cooperation with the occupational therapy assistant and other occupational therapy</p>	<p>national certifying exam, as well as through employer surveys and alumni surveys.</p> <p>Results of these measures are reviewed regularly and reported in faculty meetings and in annual reports to the accrediting body, the Accreditation Council for Occupational Therapy Education. Periodic self-study and re-accreditation review is also required. The last re-accreditation review was in 2007, with very favorable results.</p>	<p>2) The national certification examination is a standard requirement for licensure across the nation, and provides an excellent yardstick for us to assess the effectiveness of the program. Students may not practice as therapists if they do not pass this exam. Results are reported in such a way that we can compare out graduates' performance to that of all takers in the nation. We are also able to identify programmatic strengths and weaknesses. Faculty discussions take place following annual reports of performance, and course or curriculum review/revision has resulted from these discussions in the</p>

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		<p>support personnel.</p> <p>7. Articulate the need for and value of lifelong learning, and keep current with best professional practice.</p> <p>8. Uphold the ethical standards and values of the occupational therapy profession.</p> <p>9. Effectively consume and utilize the latest research and knowledge bases that undergird practice.</p> <p>10. Contribute to the growth and dissemination of research and knowledge.</p> <p>11. Formulate and apply strategies for community leadership</p>		<p>past.</p> <p>3) The Fieldwork Evaluation Form is a standard measure for evaluation of Level II fieldwork student performance, requiring competent performance at the entry-level as the passing criteria. The evaluation is done by an experienced practicing therapist who has supervised the student for 12 weeks. Feedback from these supervisors is collected and regularly reviewed by faculty; course or curriculum revision may result. So far, minor additions or changes to courses have resulted from this feedback.</p> <p>4) Surveys of alumni and</p>

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		<p>to contribute to the community through advocacy for the disabled, for other vulnerable populations, and for quality health care.</p> <p>12. Select and conduct evaluations appropriate to the client's needs, and interpret then utilize results to plan interventions.</p> <p>13. Analyze needs of community groups, and develop programming and outcomes assessment plans specific to the setting.</p>		<p>employers provide valuable information regarding their perspectives on the graduates' professional performance. The employer survey also provides a window to the local community's perception of our program grads, in addition to employment statistics, and trends of hiring in emerging areas of practice. This information is reported biannually to the faculty, and is factored into program review, which includes both curriculum and other program policies, such as admissions & retention policies.</p> <p>Results of the most recent program evaluation and</p>

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				<p>accreditation review have resulted in several changes since the initiation of the program in 2004:</p> <p>1) A one-credit course on Project Implementation was added after the first year of the program; the course is designed to cover student involvement in the implementation phase of their research project during the summer. (A one-credit anatomy review course was dropped from the initial fall semester as a result of student feedback and lack of utility for the program, leaving a net zero change in required credits.)</p> <p>2) As a result of the external</p>

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				<p>review by the accrediting body, we changed the configuration of four courses (two paired sets of courses) to more clearly reflect our delivery methods.</p> <p>3) We have modified content in several courses as a result of feedback from various sources: bolstered content on shoulder impairments and treatments; strengthened content in sensory evaluation labs; and modified our outcome expectations for Directed Study projects.</p>