

Assessment Plan for the programs in the Department of Occupational and Recreational Therapies

Programs Assessment Plans	
Masters of Occupational Therapy	
Summative assessment	
Student Learning Outcomes	Method of Assessment
Graduates will demonstrate a mastery of the theoretical basis of occupational therapy and be able to apply it to varied populations	<ol style="list-style-type: none"> 1) Theory assignments 2) case mappings and intervention plans where theory is explicitly applied across varied client scenarios; 3) Objective Structured Clinical Examination 4) NBCOT national examination results – NBCOT report 5) Graduate survey
Graduates will be able to clinically reason and apply evidence-based concepts to the treatment of clients in the clinic and the community	<ol style="list-style-type: none"> 1) Case mappings and intervention plans 2) Objective Structured Clinical Examination performance 3) Community Client experience performance 4) Fieldwork (clinical internships) performance 5) Student fieldwork feedback 6) NBCOT national examination results – NBCOT report 7) Graduate and Employer feedback
Graduates will understand and demonstrate professional skills and behaviors related to the provision of occupational therapy treatment including professional ethics at a generalist entry level	<ol style="list-style-type: none"> 1) Community client experience performance 2) Fieldwork (clinical internships) performance 3) Student fieldwork feedback 4) Graduate and Employer feedback 5) NBCOT national examination results – NBCOT report
Graduates will be able to demonstrate an ability to self-educate through literature review and analysis of published literature.	<ol style="list-style-type: none"> 1) Systematic review assignment 2) Use of explicit evidence in intervention plans and case mapping assignments 3) Graduate and employer feedback 4) Objective Structured Clinical Examination
Additional markers of program success	
Retention of students in the program	Student count each year
Student graduation rate	Percentage of students who start in the program that graduate each year
Formative Evaluation	
Continued monitoring of semester by semester course process	<p>End-of-semester discussions of how courses progressed each semester</p> <p>Discussion of student performance in courses</p> <p>Fieldwork student and supervision feedback on how well prepared students were for fieldwork</p>

In addition to our general program SLOs, the Accreditation Council for Occupational Therapy Education (ACOTE) has an additional 102 curricular standards for which student learning needs to be assessed. For each curriculum standard, there is at least one established assignment or activity through which the instructor evaluates the skill. ACOTE only provides continued accreditation when these assignments/activities meet their standards. The MOT program was re-accredited by ACOTE in 2017 for 10 years, indicating that our program sufficiently and successfully meets all of the curricular standards.

Post Professional Occupational Therapy Doctoral Program

Note this program is sunsetting. The last cohort was enrolled Fall 2020

Summative Evaluation

Student Learning Outcomes	Evaluation Method
Graduates will be able to apply, evaluate, and synthesize evidence-based practice to create a specific program and/or intervention to promote efficacious, client-centered, and culturally relevant practice;	<ol style="list-style-type: none"> 1) Class assignments, such as the systematic review paper, the research proposal, the program development proposal, occupational science scholarly paper 2) Capstone proposal and final paper 3) Post graduation graduate survey
Graduates will be able to use knowledge of current theoretical and practice models to articulate and improve service provision, and/or policies in response to society's evolving and changing occupational needs	<ol style="list-style-type: none"> 1) Class assignments, such as the program development proposal, capstone proposal and final paper, theory assignments
Graduates will be able to influence policy, practice, and education by being advocates for occupational therapy for individuals, populations, organization, and for the profession	<ol style="list-style-type: none"> 1) Post graduation graduate survey
Graduates will demonstrate leadership skills through the assumption of leadership roles in classes and at local, national, and/or international levels within the occupational therapy profession and broader health arenas	<ol style="list-style-type: none"> 1) Assignments performance in classes, particularly in OCH 7242 Doctoral Level Leadership 2) Post-graduation graduate survey
Graduates will be able to develop and implement educational experiences for professional education, specific clients, populations, settings, and/or the general public	<ol style="list-style-type: none"> 1) Assignments in OCH 7132 Academic & Clinical Teaching in OT and OCH 7242 Doctoral Level Leadership 2) Post-graduation graduate survey

through the application of learning theory and educational design principles	
Graduates will be able to address individual, institutional, and societal issues in health and with marginalized populations in order to promote occupational justice	Assignment performance in OCTH 7152 Culture & Occupation
Graduates will be able to increase the body of knowledge in occupational therapy practice through the preparation and dissemination of scholarship in the student's chosen area of emphasis.	<ol style="list-style-type: none"> 1) Capstone project 2) Post-graduation graduate survey
Additional markers of program success	
Retention of students in the program	Student count each year
Student graduation rate	Percentage of students who start in the program that graduate each year
Formative Evaluation	
Continued monitoring of semester by semester course process	<p>End-of-semester discussions of how courses progressed each semester</p> <p>Discussion of student performance in courses</p> <p>Fieldwork student and supervision feedback on how well prepared students were for fieldwork</p>
Bachelors in Recreational Therapy program	
Summative Evaluation	
Student Learning Outcomes	Evaluation methods
The student will demonstrate the academic competencies needed to complete the BS/BA requirements for a Degree in Recreational Therapy at the University of Utah.	<ol style="list-style-type: none"> 1) Course assignments evaluating performance related to the CARTE standards upon which each course is built 2) Performance on clinical internship – number passing with a C or higher 3) Number of students passing with a C- or better 4) NCTRC national exam First-time Candidate pass rate
The student will successfully complete an internship experience and demonstrate the clinical job tasks as defined in the NCTRC Job Analysis.	<ol style="list-style-type: none"> 1) Performance on clinical internship – number passing with a C or higher 2) Documentation of mid-term and final evaluation by internship supervisor and number of students with score of ≥ 4 on the final evaluation

The student will demonstrate the role of advocacy for individuals with disabilities through clinical placements, internship experiences, and community engagement.	<ol style="list-style-type: none"> 1) Performance on clinical rotations – number of students who complete four clinical rotations with a C grade or better and a minimum of 40 clinical placement hours 2) Performance on clinical internship – number passing with a C or higher
The student will demonstrate understanding of the importance of professional advocacy and commitment through engagement in professional organizations and events.	<ol style="list-style-type: none"> 1) Number of students who are members of the American Therapeutic Recreation Association (ATRA) and/or Utah Recreation Therapy Association (URTA) 2) Number of students who attend annual URTA Internship Fair 3) Number of students who attend the attend annual URTA Conference
Additional markers of program success	
Retention of students in the program	Student count each year
Student graduation rate	Percentage of students who start in the program that graduate each year
Formative Evaluation	
Continued monitoring of semester by semester course process	<p>End-of-semester discussions of how courses progressed each semester</p> <p>Discussion of student performance in courses</p> <p>Fieldwork student and supervision feedback on how well prepared students were for fieldwork</p>
<p>In addition to our general program SLOs, this program is applying for accreditation this year from the Committee on Accreditation of Recreational Therapy Education (CARTE) which has an additional 136 curricular standards (student learning outcomes) for which student learning needs to be assessed. For each curriculum standard, there is at least one established assignment or activity through which the instructor evaluates the skill. CARTE only provides continued accreditation when these assignments/activities meet their standards. The self-study will be submitted this Fall.</p>	
MS in RT program	
Summative evaluation	
Student Learning Outcomes	Evaluation methods
Graduates will demonstrate advanced knowledge and skills in the clinical practice of recreational therapy.	<ol style="list-style-type: none"> 1) Thesis or scholarly project quality 2) Class assignments for courses needed to meet Utah MTRS licensure requirements 3) Post-graduation graduate survey
Graduates will demonstrate the ability to conduct high quality research and scholarship.	<ol style="list-style-type: none"> 1) Thesis or scholarly project quality 2) Completion of 13-15 hours of research core in a timely manner ascertained via file audit
Graduates will demonstrate the knowledge and skills of	<ol style="list-style-type: none"> 1) Clinical supervision program plan quality (C or higher) 2) Clinical supervision practical experience performance (C or higher)

management principles and leadership supervision.	<ul style="list-style-type: none"> 3) Grade of C or higher on Leisure Education Assignment in RECTH 6530. 4) Post-graduation graduate survey
Graduates will demonstrate the ability to engage in professional advocacy for the consumer and the profession.	<ul style="list-style-type: none"> 1) Student report of advocacy activities 2) Student report of professional organization membership and activities 3) Number of students presenting at a professional conference 4) Post-graduation graduate survey
Graduates who do not have professional credentials (state licensing and/or national certification by NCTRC) upon degree entry, will meet the minimum requirements to sit for the NCTRC exam	<ul style="list-style-type: none"> 1) Course assignment grades in those courses required for licensing/national exam 2) Performance on clinical internship 3) Percentage of students passing the national exam
Additional markers of program success	
Retention of students in the program	Student count each year
Student graduation rate	Percentage of students who start in the program that graduate each year
Formative Evaluation	
Continued monitoring of semester by semester course process	<ul style="list-style-type: none"> End-of-semester discussions of how courses progressed each semester Discussion of student performance in courses Fieldwork student and supervision feedback on how well prepared students were for fieldwork

One aspect of our program evaluation is return rates on employers surveys have been poor. One aspect is that graduates do not always give us their employer information. In other cases, the employers do not return the survey. We will be meeting this Fall to determine additional strategies to obtain more employer feedback.