



Occupational Therapy Assistant Program

<http://www.caspercollege.edu/assessment/index.html>

CC MISSION:

With a mission of student success, Casper College provides educational opportunities to improve quality of life and sustainable community building and citizenship.

The college is a premier public comprehensive two-year institution that provides academic transfer, vocational, continuing education and basic skills education for the citizens of Casper, Natrona County, the State of Wyoming and the World.

1. **Program: Occupational Therapy Assistant Program**
2. **Department:**
3. **School: School of Health Science**
4. **Person(s) Responsible for Developing Plan: Marla Wonser**
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6. **Date Submitted: Jan 30, 2012**

1. Does this program offer distance learning ? xx Yes No

A. Conceptual Assessment Plan Components

Program Mission

The Casper College Occupational Therapy Assistant Program will provide a science driven, evidenced based education for students that will connect them to diverse workplace settings to meet state and global occupational therapy needs.

The Occupational Therapy Assistant Program will graduate students who are able to:

- Become certified by the National Board of Certification of Occupational Therapy
- Attain licensure in the state of Wyoming and/or their chosen state of practice
- Demonstrate values and attitudes congruent with the professions' standards and ethics
- Provide occupational therapy services with appropriate supervision in collaboration with occupational therapists to prevent deficits and to maintain or improve function
- Identify and resolve problems by using trained observation skills; problem solving, critical analysis, and decision making
- Implement a variety of effective communication skills when interacting with peers, clients, family members and other health care providers
- Employ meaningful, culturally relevant occupations as the focus of practice

- Promote awareness and understanding of the occupational therapy profession and the role of the occupational therapy assistant to individuals with varied knowledge of the profession

1. *Student learning outcomes relation to Mission:*

The skills addressed in the learning outcomes are reflective of global occupational therapy assistants in the United States as well as other countries. To achieve these goals students must be aware of and reflect the expected standards as identified by the American Occupational Therapy Association. The mission statement reflects the national mission of addressing science based and researched techniques in providing effective occupational therapy services.

2. *Describe how and by whom assessment findings will be used.*

The assessment findings are used by the program director and program faculty in making decisions about future course work and classes. These assessment findings are reviewed in weekly faculty meetings and changes made to course content and testing approaches as indicated by the findings. The assessment findings are also sent to the occupational therapy national office to be used with compilation of data in the occupational therapy profession.

B. Implementation Assessment Plan Components

The program outcomes are listed in annual reports as well as accreditation reports completed on an annual basis. Student success is the primary assessment information collected. This information is identified through national statistics of passing and overall scores on the national certification exam, students obtaining employment after graduation, feedback from fieldwork sites, feedback from employers of graduates, feedback from students on courses each semester, feedback from students on program completion.

Information is collected and compiled by the program director.

- The results of the national exam are reported two times a year with students completing the exam on demand; or on-going.
- Most students contact us letting us know when they have obtained employment; this is also on-going and reviewed in faculty meetings once a year.
- Feedback from fieldwork sites is reviewed approximately four times a year as it is received. This is reviewed in faculty meetings.
- Feedback from employers is reviewed one time a year in faculty meetings, although this information is difficult to obtain.
- Feedback from students on course work is reviewed once a semester in faculty meetings.
- Feedback from students as they complete the program is reviewed usually one time a year in faculty meetings.

This information is evaluated on a regular basis and changes made when the assessment information provides good direction for the program. An example of a change that was implemented was moving the kinesiology class to spring semester from summer semester. Students felt there was too much information to learn in the fast paced summer semester. We are waiting to see if the change in the timing of the kinesiology placement in the curriculum will have a positive impact on fieldwork completion and success on the national certification exam.

Program Level Outcomes:

Program Learning Outcome	A How/Where is outcome learned?	B Evidence/ Indicator(s) of Learning	C Collection method(s) for each source of evidence	D Analysis method(s) for each source of evidence	E Feedback Procedures (Faculty, staff & students)
Students will successfully complete fieldwork placements	This information is provided in course syllabi at the beginning of each fieldwork course. There are 4 of these each year.	Successful fieldwork completion is the culmination of knowledge from course work.	Students complete evaluations of their fieldwork sites at the completion of each placement. Supervisors complete assessments of students at the completion of each fieldwork placement.	Both of these assessments are reviewed in faculty meetings. These are reviewed as each placement is completed, but at least 3 time per year: spring, summer and fall semesters.	Feedback from fieldwork supervisors is given to each student as they complete their fieldwork placements. Faculty review all assessments approximately 3-4 time/year in faculty meetings.
Students successfully complete the national certification exam.	Students receive this information from the National Certification Board. The program director receives reports from the National Board for the Accreditation of Occupational Therapy on a weekly basis and statistical analysis 2x/year.	The national certification exam reflects learning by students in their course work. Without the coursework they would not be able to succeed at this exam.	The National Board for the Certification of Occupational Therapy compiles this data and disseminates this information to the education programs.	This information is reviewed in faculty meetings 1-2 time per year as the information becomes available. Areas of weakness are discussed in the faculty meetings and changes to program material address to strengthen areas of weakness.	Same as column D. Information is discussed in faculty meetings and changes to course material implemented as needed.
Students will demonstrate values and	Information is learned in each fieldwork	Level II fieldwork performance	Assessments completed at the completion	These evaluations are reviewed in	This information is reviewed by

attitudes congruent with the professions standards and ethics.	class. Assessments developed by the Accreditation Council for Occupational Therapy provide a mechanism for this feedback.	evaluation.	of the two Level II fieldwork placements. These assessments are completed by fieldwork supervisors.	faculty meetings as the student completes their placements.	faculty and discussion of how the program has help meet this measure.
Students will provide OT services under supervision of the OTR.	Students are provided information on this outcome in course syllabi throughout their program. Also surveys are completed by students as they completed the program, one year after graduation, by employers of the program. They are notified of these through the student handbook.	This is measured simulated in class labs and lab practicals. Also, through successful completion of fieldwork placements. Surveys are completed as time lines are reached.	This information is collected through course grades reflected through testing and lab practicals. Also, fieldwork performance reports are completed for both Level I and Level II fieldwork experiences. We are in the process of putting these surveys on line to be compiled by CC assessment department.	Students grades for each course are reviewed and problem addressed on an individual basis as needed. Fieldwork performance reports are reviewed in faculty meetings. Surveys are reviewed in faculty meetings and possible changes discussed.	Students review any problems in grades in faculty meetings. All fieldwork reports are reviewed in faculty meetings. Surveys are reviewed in faculty meetings.
Students will identify and resolve problems by using trained observation skills; problem solving, critical analysis, and decision making.	This is addressed in all course syllabi. Accreditation standards require the development of critical thinking skills.	This is reflected in course grades. Students complete examinations and assignments requiring this skill. Also reflected in	Course assignments and examinations.	Student grades in the core courses reflect their ability to use problem solving and critical thinking skills. Test questions are written primarily in	Problem performance in student course grades are discussed in faculty meetings.

		fieldwork performance.		application format to explore these thinking skills.	
Students will implement a variety of communication skills in interacting with peers, clients, family members and other health care providers.	This information is provided in all core course syllabi.	Each core course requires skills in presentations and a variety of communication skills.	Grades for these skills are given in each of the courses for this skill.	Students course grades reflect these skills.	Problems in students grades are discussed in faculty meetings.

2. Responsibilities, timeline, and the process for implementing this assessment plan.

The program assessment is the responsibility of the program director with collaboration from all faculty. Most of the assessment is completed in an on-going basis but at least once a year. Information is reviewed as it becomes available. Time lines are currently being reviewed to meet accreditation standards and will be listed as information is available.

C. Global Design & Use

It is critical that program assessment plans be developed and approved by all faculty in the department. In addition, *include student input and external sources* (e.g., national standards, advisory boards, employers, alumni, etc.) in the development of the assessment plan(s).

1. *Process through which the academic unit created this assessment plan*

Timelines are discussed in weekly faculty meetings with all faculty involved. Timelines are also established in accordance with accreditation demands; most of reports for the national office are reported in spring semester each year.

a. *How students were included in the process and/or how student input was gathered and incorporated into the assessment plan.*

Student input is collected each semester through course evaluations. Also, student feedback is collected as they complete the program, at the completion of each fieldwork placement and a year after graduation. Students are made aware of these processes as they occur throughout their completion of the program.

b. *External sources consulted in the development of this assessment plan.*

1. *The program advisory board meets 2 times per year to provide guidance in various areas of occupational therapy. Advisory board members also review outcomes, assessment plans, and other program needs.*
2. *Fieldwork supervisors are surveyed at the completion of each student placement. These supervisors are also asked for input on the process.*
3. *Employers are surveyed when they employ an OTA student. Their input on the process is also requested.*
4. *Accreditation standards for an OTA program are also used in the development of the plan.*

- c. *Assessment of the manageability of the plan in relation to departmental resources and personnel*
 - 1. *The assessment plan is difficult to management but is needed to meet accreditation standards. The program director is given release time to help meet accreditation standards.*