

Degree/Certificate: Master of Occupational Therapy Program

Major/Option: MOT degree

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Part I – Program SLO Assessment Report for 2015-16

Part I – for the 2015-16 academic year:

- 1. Student Learning Outcome:** The student performance or learning objective as published either in the catalog or elsewhere in your department literature.
#4 Demonstrate leadership and research skills for promoting and advancing the profession
- 2. Overall evaluation of progress on outcome:** Indicate whether or not the SLO has been met, and if met, to what level.
 SLO is met after changes resulting from ongoing assessments, referencing assessment results from the previous year to highlight revisions;
 SLO is met, but with changes forthcoming;
 SLO met without change required
- 3. Strategies and methods:** Description of assessment method and choices, why they were used and how they were implemented.

Leadership assignments were examined as a means of determining readiness for leadership roles post-graduation. Criteria applied included effectiveness of collaboration with community partner(s), receptivity to the needs and ideas of collaborators, portrayal of occupational therapy core values (altruism, equality, freedom, justice, dignity, truth, and prudence), successful implementation of project based on feedback of stakeholders.

Assignments required application of one or more leadership models and delivery of a service, event or product. Leadership models/theories used by students included Situational Leadership, Path-Goal Theory, Theory U, Attributional Theory of Leadership, Exemplary Leadership and the Transactional Leadership Model.

Students of various projects were contacted in an effort to ascertain meaningful understandings of outcomes. I was personally participated in, or was present for, 8 of the 13 projects (identified by asterisk, below) enabling me to provide first-hand documentation of process and outcomes.

Thirteen leadership projects were completed in AY 2015-16 include:

- *Vet's Garage Health and Wellness Group – managing stress/PTSD*
- Vet's Garage Family Climbing Day: free day of climbing at Wild Walls for vets and their families*
- Vet's Day Interprofessional Event*
- Development of Interprofessional Club on Spokane Campus*
- *ParaSport Spokane Fundraiser*

- **Student Occupational Therapy Association (SOTA) Silent Auction Fundraiser*
- **In-service for high school teachers: Recognizing Executive Dysfunction to Improve Student Performance*
- **Fieldwork Educator Dinner*
- **Alumni Newsletter*
- **Graduation Pinning Ceremony*
- *Social Mentorship of underclassmen within program*
- **EWU-OT Open House*

4. **Observations gathered from data:** Include findings and analyses based on the strategies and methods identified in item #3.

Vet's Garage Health and Wellness Group (2 students)

Stakeholders: *Vet's Garage Leadership and participants (veterans in the community), EWU faculty*
 Collaboration outcomes: *students effectively collaborated with Vet's Garage Leadership and a community OT to provide a series of classes using shared activity and guided conversation to learn health management strategies to identify stress early and how to minimize the effects. Participants, at the end of the series, had a completed walking stick with symbolic carvings personal to each individual.*

Receptivity of students towards collaborators: *Open, spirit of learning*

Portrayal of OT tenets and principles achieved: *7/7*

Stakeholder feedback/success rate: *highly successful, asked to repeat in Idaho, will repeat next year*

Vet's Garage Family Climbing Day (2 students)

Stakeholders: *Vet's Garage Leadership and participants (veterans in the community), EWU faculty*
 Collaboration outcomes: *students effectively collaborated with Vet's Garage Leadership and Wild Walls to provide a day of free use of the Wild Walls facility*

Receptivity of students towards collaborators: *Open, spirit of learning*

Portrayal of OT tenets and principles achieved: *7/7*

Stakeholder feedback/success rate: *success unavailable*

Vet's Garage Family Climbing Day (2 students)

Stakeholders: *12 interprofessional teams (including occupational therapy, physical therapy communication disorders, dental hygiene, pharmacy and public health) and participants (veterans in the community), EWU faculty*

Collaboration outcomes: *students effectively collaborated with faculty from multiple programs on the Spokane Campus to provide a day of free services. Specifically, occupational therapy students provided sleep assessments using the Pittsburg Sleep Quality Index, provided tips for sleep hygiene (including provision of a tip sheet they created) and opportunities to practice a variety of sleep positions using a variety of pillow types followed by individualized recommendations*

Receptivity of students towards collaborators: *Open, spirit of learning*

Portrayal of OT tenets and principles achieved: *7/7*

Stakeholder feedback/success rate: *participants were highly satisfied with this service*

Interprofessional Club (3 students)

Stakeholders: *EWU-Spokane student body, EWU faculty*

Collaboration outcomes: *students effectively collaborated with one another and student body members to create events designed to provoke interprofessional relationship building as a means of promoting interprofessionalism (a primary goal on the Spokane campus)*

Receptivity of students towards collaborators: *Open, spirit of learning, engaging, inviting*

Portrayal of OT tenets and principles achieved: *7/7*

Stakeholder feedback/success rate: *successful in that events were created and attended; there is interest among current student body to continue this effort*

ParaSport Spokane Fundraiser (1 student)

Stakeholders: *ParaSport Spokane and its members (disabled persons and para athletes in the community), EWU faculty and student body*

Collaboration outcomes: *student effectively collaborated with OT Chair and the Dean's Council for the College of Health Science and Public Health to garner support for this fundraising event by forming teams for 3-on-3 abled bodied wheelchair relay races held on the EWU-Spokane campus to support travel for the ParaSport Spokane basketball team to competitions throughout the state.*

Receptivity of students towards collaborators: *Open, spirit of learning, engaging, inviting*

Portrayal of OT tenets and principles achieved: *7/7*

Stakeholder feedback/success rate: *successful in that the event was completed; there was limited participation and, therefore, limited fundraising outcomes*

SOTA Silent Auction (4 students)

Stakeholders: *OT student body, community, EWU faculty*

Collaboration outcomes: *students effectively collaborated with one another and the community to garner donations for the silent auction with ~\$3000.00 in proceeds allocated equally to Women's Hearth of Spokane, Isaac foundation, and Cup of Cool Water.*

Receptivity of students towards collaborators: *Open, initiators, engaging*

Portrayal of OT tenets and principles achieved: *7/7*

Stakeholder feedback/success rate: *all donated items were successfully auctioned off; donation recipients expressed deep gratitude for being supported in this manner – one recipient was a speaker at the Graduation Pinning Ceremony May 2016.*

High School Staff in-service (3 students)

Stakeholders: *Central Valley High School (CVHS) staff, EWU faculty*

Collaboration outcomes: *students effectively collaborated with CVHS School Skills teacher, aide, and students, OT faculty conducting research at CVHS, CVHS assistant principal to observe student performance in class and to work in collaboration with staff and students to identify strategies to improve school performance and exemplify a potential new role of occupational therapy in school settings*

Receptivity of students towards collaborators: *Open, spirit of learning, engaging, inviting*

Portrayal of OT tenets and principles achieved: *7/7*

Stakeholder feedback/success rate: *classroom teacher appreciative of individualized student attention and information and receptive to information presented by students; students provided flyer for staff that instructs on how to accurately interpret student behaviors for improved classroom engagement and signs of executive dysfunction that can help staff identify students appropriate for referral for further assessment*

Fieldwork Educator Dinner (3 students)

Stakeholders: *community and other occupational therapy fieldwork educators accepting EWU-MOT students, EWU-OT students, EWU faculty*

Collaboration outcomes: *students successfully collaborated with EWU Academic Fieldwork Coordinators to host a dinner for occupational therapists who supervise students in their clinical settings during the year to thank them for their efforts and to provide a learning opportunity with CEU credits. Students designed and sent invitations, decorated the venue, arranged for food items, made announcements during the event, introduced the keynote speaker and serving as overall event organizers.*

Receptivity of students towards collaborators: *Open, spirit of learning, engaging, inviting*

Portrayal of OT tenets and principles achieved: *7/7*

Stakeholder feedback/success rate: *event was rated highly by attendees with a desire expressed to repeat the event next year*

Alumni Newsletter (3 students)

Stakeholders: *EWU-MOT alumni – now community OTs, MOT students, EWU faculty*

Collaboration outcomes: *students collaborated with one another to create and distribute an alumni newsletter to alumni, faculty, and current students*

Receptivity of students towards collaborators: *Open, spirit of learning*

Portrayal of OT tenets and principles achieved: *2/7 – truth and prudence*

Stakeholder feedback/success rate: *successful in that the goal was achieved; unsuccessful in that this has not become an ongoing publication*

Graduation Pinning Ceremony (4 students)

Stakeholders: *EWU-MOT students, EWU faculty*

Collaboration outcomes: *students effectively collaborated with faculty, staff, SOTA and the student body to organize and hold the traditional Pinning Ceremony for the graduating class of 32 students, their friends and family, faculty and staff.*

Receptivity of students towards collaborators: *Open, spirit of learning, initiating*

Portrayal of OT tenets and principles achieved: *2/7 – truth and prudence*

Stakeholder feedback/success rate: *successful event based on feedback of attendees*

Social Mentorship for underclassmen (3 students)

Stakeholders: *EWU MOT students, EWU faculty*

Collaboration outcomes: *students effectively collaborated with one another and the cohort one year behind them to create a social network that provided networking for course work related activities as well as social connections to enhance and improve their learning and social experiences while enrolled in the program*

Receptivity of students towards collaborators: *Open, spirit of learning*

Portrayal of OT tenets and principles achieved: *7/7*

Stakeholder feedback/success rate: *data not available*

EWU-MOT Open House (2 students)

Stakeholders: *MOT applicants, EWU admissions advisors, EWU faculty and staff*

Collaboration outcomes: *students successfully collaborated with EWU staff and faculty to organize and host an informational open house for those interested in applying to the MOT program in the coming year*

Receptivity of students towards collaborators: *Open, spirit of learning, initiating, engaging*

Portrayal of OT tenets and principles achieved: *7/7*

Stakeholder feedback/success rate: *attendees expressed a high degree of satisfaction with this event, noting it was useful in understanding the application process and reduced anxiety related to applying to the program*

5. **What program changes will be made based on the assessment results?**

- a) Describe plans to improve student learning based on assessment findings (e.g., course content, course sequencing, curriculum revision, learning environment or student advising).

The data demonstrate that Student Learning Objective #4 is being achieved based upon the responses received across the various constituencies surveyed which varied by project, but comprehensively included community occupational therapists, current occupational therapy students, graduates of the EWU occupational therapy program, academic fieldwork educators, family members of current EWU-OT students, EWU-MOT staff and EWU-MOT faculty. Leadership skills taught in Leadership and Management in Occupational Therapy Practice are enabling students to acquire knowledge and develop skills that enable them to conceive, design, develop, complete and deliver services that are beneficial to multiple stakeholders through leadership skills. Research skills are taught in Research Methods and Professional Project I and II. These skills are represented in the Inservice for High School Teachers project where students applied knowledge from a current Professional Project to the high school classroom, ultimately synthesizing this knowledge with that learned in the Leadership and Management course.

- b) Provide a broad timeline of how and when identified changes will be addressed in the upcoming year.

Changes are not anticipated in the coming year.

6. Description of revisions to the assessment process the results suggest are needed and an evaluation of the assessment plan/process itself.

Descriptions of revisions: Identify in Fall Semester what assessment criteria will be, how the data will be collected and how the data will be analyzed so that more reliable data is generated which will allow for stronger outcomes.

Evaluation of assessment plan/process: The outcomes described above are not based upon actual measurements of results as data was not kept by the primary course instructor since the program had not identified the measurement process for this SLO. This is representative of a fundamental need for the occupational therapy program to improve/fully establish it's assessment process.

In response to the university's accrediting body, the [Northwest Commission on Colleges and Universities](#), this section has been added. This should be viewed as a follow up to the previous year's findings. In other words, begin with findings from 2012-13, and then describe actions taken during 2013-14 to improve student learning along, provide a brief summary of findings, and describe possible next steps.

Working definition for closing the loop: *Using assessment results to improve student learning as well as pedagogical practices. This is an essential step in the continuous cycle of assessing student learning. It is the collaborative process through which programs use evidence of student learning to gauge the efficacy of collective educational practices, and to identify and implement strategies for improving student learning.”* Adapted 8.21.13 from <http://www.hamline.edu/learning-outcomes/closing-loop.html>.

1. Student Learning Outcome(s) assessed for 2014-15

The Occupational Therapy program did not complete SLO assessment in the 2014-15 academic year for the following reasons:

- *The Interim Chair was not informed of the SLO assessment process*
- *There was no transition training for the Interim Chair due to sudden exit of the previous Chair*
- *The previous Chair expunged records, leaving no previous assessment activity information available*
- *The Interim Chair was in a position requiring prioritization of activities based on understanding of required activities. The first priority was to complete the accreditation process required by the program. The second priority was to determine coverage for all courses for the program. The third priority was to manage the budget appropriately, including working to balance it as specifically instructed by the Interim Dean.*

2. Strategies implemented and summary of results (includes responses to #3 below) during 2014-15 to improve student learning, based on findings of the 2013-14 assessment activities.

None – see above

3. Summary of results (may include comparative data or narrative; description of changes made to curriculum, pedagogy, mode of delivery, etc.): Describe the effect of the changes towards improving student learning and/or the learning environment.

None – see above

4. What further changes to curriculum, pedagogy, mode of delivery, etc. are projected based on closing-the-loop data, findings and analysis?

None – see above