

Georgia State University
Occupational Therapy Program Assessment Method Grid

Assessment methods for learning outcomes are carried out both internally (by faculty & student self-assessment program assessment) and externally (by Clinical Educators, and National Board of Certified Occupational Therapists Exam (NBCOT), and student surveys).

Program Learning Outcomes/Objectives	Assessment Method										
	Student evaluation of course and curriculum	Faculty Input: faculty meetings, Faculty activity report, Faculty retreat	Completion of clinic/community assignments ; Application of OT practice framework	Completion of curricular assignments	Research project, IRB approval Research presentation	External Measures, NBCOT examination	Complete Level I & II Clinical Fieldwork; Implementation of evidence based Intervention	Participation in Community engagement projects	Exit Surveys, Alumni Survey, Student satisfaction survey	Use of outside assessors (Field work Educator) of student work	Employer Survey;
1. Foundational Knowledge / Understanding the Rich Complexities of Occupation -Understand and appreciate the foundational knowledge that provides the underpinnings for understanding the motor, sensory, social, cognitive and psychological substrates of human occupation in typical and non-typical development											
• Demonstrate understanding of body structures, function and pathological conditions.		√	√	√			√	√	√	√	
• Describe and critically examine multiple theories and models of practice associated with the science and research of human occupation.		√	√	√			√	√	√	√	
• Understand and appreciate the role of occupational participation on health promotion and wellbeing and the prevention of disease and occupational dysfunction		√	√	√			√		√	√	

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Program Learning Outcomes/Objectives Continued	Assessment Method										
	Student evaluation of course and curriculum	Faculty Input: faculty meetings, faculty PDP, Faculty retreat	Completion of clinic assignments ; Application of OT practice framework	Completion of curricular assignments	Research project, IRB approval Research presentation	External Measures; NBCOT examination	Complete Level I & II Clinical Fieldwork; Implementation of evidence based Intervention	Participation in Community service projects	Exit Surveys, Alumni Survey	Use of outside assessors (Field work Coordinators) of student work	Employer Survey;
<p>2. Using Occupation as a Basis of Assessment and Intervention / Applying Knowledge to Practice- Provide services to support and enhance participation in daily life tasks and occupations</p>											
<ul style="list-style-type: none"> Assess clients' participation in occupations and employ a collaborative approach to determine the clients' occupational needs within the context of family and society. 	√	√	√	√	√	√	√		√	√	√
<ul style="list-style-type: none"> Assess factors within the environment that influence participation in occupation. 	√	√	√	√	√	√	√		√	√	√
<ul style="list-style-type: none"> Develop an occupation-based plan that encompasses the clients' needs and desires, their ability to participate in environments, and the goals and 	√	√	√	√	√	√	√		√	√	√

methods to accomplish those aims.											
• Demonstrate the ability to analyze, grade and adapt occupation.	√	√	√	√	√	√	√		√	√	√
• Employ culturally relevant occupations to support the intervention goals that are meaningful to the client.	√	√	√	√	√	√	√		√	√	√
• Monitor and assess the effect of occupational therapy intervention.	√										
• Plan for discharge in collaboration with the client, terminate occupational therapy when intervention goals have been achieved or determined that they cannot be achieved and an alternative plan designed.	√										
• Be able to appropriately refer clients to specialists for consultation.	√										
• Be able to skillfully supervise and collaborate with occupational therapy assistants and other professionals	√										
3. Investigating Occupation by Integrating Science and Therapy -understand the principles and importance of research, scientific inquiry and theory development for the advancement of the profession	√										
• Articulate the importance of research for best practice and continued development of the	√		√	√		√	√	√	√	√	√

profession.											
• Use professional literature to make informed practice decisions.	√		√	√		√	√	√	√	√	√
• Understand and interpret basic descriptive, correlation, and inferential statistics.	√		√	√		√	√	√	√	√	√
• Understand and critique research studies.	√										
• Understand the importance of scholarly activities that will contribute to the development of a body of knowledge relevant to the occupational therapy profession.	√										

Advocacy, Leadership and Cultural Competency- Demonstrate and understanding and appreciation of professional values and behaviors and a role in professional conduct and lifelong learning											
• Understand the values of the profession.	√	√	√	√	√	√	√	√	√	√	√
• Understand the varied roles of the occupational therapist as practitioner, educator, researcher, and entrepreneur.	√	√	√	√	√	√	√	√	√	√	√

<ul style="list-style-type: none"> Establish appropriate therapeutic relationships with individuals, groups, organizations and systems. 	√	√	√	√	√	√	√	√	√	√	√
<ul style="list-style-type: none"> Utilize effective interpersonal communication and demonstrate effective and culturally sensitive group communication. 	√	√	√	√	√	√	√	√	√	√	√
<ul style="list-style-type: none"> Demonstrate use of safety precautions with the client during the process of practice. 	√	√	√	√	√	√	√	√	√	√	√
<ul style="list-style-type: none"> Demonstrate knowledge about legal and ethical issues related to care in health, education, and community settings. 	√	√	√	√	√	√	√	√	√	√	√
<ul style="list-style-type: none"> Accept responsibility for one's own professional growth. 											