C Graduate program name: MA in OT

| **Grad CWEO** (May have multiple associations per outcome.) | **ACOTE Standard** | **Student Learning Outcome/Objective** (Students will demonstrate the ability to +[Bloom’s action verb]+ [something] | **Courses** in which **students receive feedback** on this objective | **Measure** (Method to gauge achievement of expected results.) | **Target** (Overall level for satisfactory performance |
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| 7. Exhibit mastery of specialized knowledge | B.1.0 – B1.8: Foundational Content  B.2.0 – B.2.11:Basic Tenets of OT  B.3.0 – B.3.6 | 1. Articulate the relevance of the historical and philosophical foundations of Occupational Therapy in shaping the profession. 2. Demonstrate the distinctive value of occupation to support performance, participation, health, and well-being. 3. Explain the Occupational Therapy Practice Framework: Domain and Process, and the interaction between areas of occupation, client factors, performance skills, performance patterns, activity demands, context(s) and environments. 4. Compare, contrast and apply occupation-based models of practice and frames of reference used in occupational therapy that support participation in contexts. 5. Apply theories that underlie the practice of occupational therapy. Use theories, models of practice, and frames of reference to guide and inform evaluation and intervention. | Foundations;  Occupation and Participation Across the Lifespan;  Analysis of Occupation;   * Wellness Promotion in OT; * Community -Based * Interventions Level I-FW * OT Process: Psychosocial, Pediatric Practice; Adult Practice | * Tests, assignments * Presentations | * 100% of students will pass courses with B or better 95% of the students will successfully complete Fieldwork Level II |
| * 2. Perform scholarly activities informed by professional standards | Standards B.8.0 – B.8.9 | Integrate lifelong learning, professional and clinical reasoning, and the ability to use evidence-based skills in occupational therapy practice. | * Evidence-Based Inquiry; Research Methods and Design I & II; Research Application; Research Outcomes and Dissemination | * Complete a research project and disseminate result with a final project | Apply evidence-based inquiry skills to course work and fieldwork experiences.  Conducts systematic  analysis of professional literature with 90% accuracy.  Complete research project with passing grade. |
| 3. Demonstrate mastery of competencies required in their field of study | Standards B.4.0 –B4.10 Screening, Evaluation and Referral Standards  B.5.0 –B5.32 Intervention Plan: Formulation and Implementation  Standards B.7.0 –B7.7.8 | Demonstrate entry level competencies in occupational therapy in a wide range of practice areas, using evidence-based theory and best practices to support occupational therapy interventions.  Integrate lifelong learning, professional and clinical reasoning, and the ability to use evidence-based skills in occupational therapy practice. | * Evidence-Based Inquiry;   Neuroscience for OT Practice;   * OT Process: Psychosocial, Pediatric Practice; Adult Practice; | * Demonstrate skills and competencies in evaluation, planning, treatment and documentation. * Analyze a case study using * Clinical. reasoning skills Apply clinical reasoning in fieldwork experiences. | * Demonstrates skills and competencies with 85% accuracy. * Successful completion of Level II FW experiences. |
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| * 4. Articulate how Christian faith and principles inform their vocation | * B.2.2; 2.4; 2.7; 2.9; * B.4.4; * B.5.1; 5.17; 5.23 * B.6.1 | Exhibit compassionate and ethical behaviors and integrate ethical practices in every aspect of the profession. | * Wellness Promotion in OT; * Community-Based * Interventions Level I-FW;   Cultural and Global Considerations in OT;   * Spirituality, Meaning and Health in OT;   Administration & Management for Ethical Occupational Therapy Practice | * Demonstrate professional and ethical behaviors in fieldwork and community-based learning experiences based on scores obtained from assessment scales/instruments, rubrics and observations such as, “Student Performance Evaluation” and “Assessment of Student Professional Behaviors.” | * Demonstrate ethical and professional behaviors 100% of the time. * Achieves passing scores on assessment instruments. |
| 4 |  | Engage in service to individuals, groups, communities and populations, empowering people with skills that support participation in life occupations. | * Wellness Promotion in OT; * Community-Based * Interventions Level I-FW;   Cultural and Global Considerations in OT;   * Spirituality, Meaning and Health in OT; * Administration & Management for Ethical Occupational Therapy Practice | * Completion of experiential learning and community-based projects; Demonstration of professional behaviors Faculty led assessment using scales, tools, rubrics and observation to measure performance. | Implementation and completion of community-based project with 90 % accuracy |
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| 4. |  | Demonstrate leadership skills and the ability to exercise leadership roles in communities, healthcare environments and in the profession of occupational therapy. | * Wellness Promotion in OT; * Community-Based * Interventions Level I-FW;   Cultural and Global Considerations in OT;   * Spirituality, Meaning and Health in OT; * Administration & Management for Ethical Occupational Therapy Practice | * Demonstrates leadership abilities, as evaluated by rubrics and assessment scales Demonstrate leadership roles in project development and project implementation in the classroom and the community. | 90 % |
| 5. Apply ethical principles relevant to their professions |  |  |  |  |  |
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