

Program Assessment Part I.

Mission Statement, Goals, Program level Student Learning Outcomes, & Curriculum Map

Due by: December 15, 2016

Please complete the form below for each program within your department and submit it electronically to the office of Institutional Effectiveness and Strategic Planning at xzhang@york.cuny.edu by the above due date.

Department & Program:	Department of Occupational Therapy Click here to enter program name
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Other contributors:	Information taken from recent accreditation process in which all faculty were engaged and I directed
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I. Program mission statement

To provide entry level professional skills in occupational therapy to a diverse population through evidence-based educational, fieldwork and community experiences. Graduates will be prepared to contribute to, and participate in the profession through direct service delivery, management of service delivery and research.

II. List program goals

The OT Program will prepare students to:

- Be active learners who utilize analysis and synthesis for critical thinking. Students will become self-aware, innovative, able to handle ambiguity and conflict and develop creative problem solving skills.
- Develop effective oral and written communication skills for collaborating with clients, colleagues, and families in a variety of contexts.
- Identify evaluate and apply research that supports practice decisions.
- Be lifelong learners who participate in and contribute to professional organizations and activities.
- Develop sound ethical practices and behaviors as practitioners, consultants, educators, researchers and administrators.
- Understand and intervene in social policies, communities, organizations, groups and individuals.

- Be role models who demonstrate a commitment to the college, community and the profession

III. Clearly state the Program level student learning outcomes

. CURRICULAR DESIGN

The curriculum design of York College CUNY Occupational Therapy Program is based on the interaction of knowledge concepts (*foundations, skills, application*) and occupational therapy process concepts. It is our belief that the interaction of these, delineates the substance and the process of what occupational therapists know and do. Furthermore, the matrix of these interactions serves as an organizer for the relationship between the courses in our curriculum and the content within them.

A. CURRICULAR THREADS

1. Knowledge concepts: hierarchical in the taxonomy of learning
(see Y axis in curricular matrix)

a. Foundations: Foundational knowledge includes introductory factual and conceptual knowledge related to: client factors (e.g. body structures, body functions, values, beliefs), performance skills (e.g., sensory, motor, emotional, cognitive) and patterns (e.g., habits, routines), performance contexts and environments (e.g., cultural, personal, physical), activity demands (e.g., objects properties, space demands, social demands), occupation (e.g., activities of daily living, instrumental activities of daily living, work, education, play), ethics, social justice, clinical management and clinical research.

Courses that support these basic foundational concepts:

OT 313 Fundamentals of Occupational Therapy
 OT 315 Functional Human Anatomy
 OT 316 Functional Human Physiology
 OT 318 Clinical Kinesiology
 OT 319 Common Medical Conditions
 OT 321 Occupational Analysis
 OT 322 Occupation Through the Lifespan
 OT 417 Research Methods
 OT 423 Collaboration in Occupational Therapy
 OT 424 Professional Development I
 OT 432 Neuroscience

b. Skills: Skills build on foundational knowledge, and include the acquisition and practice of **cognitive** operations necessary for problem identification and problem resolution, clinical reasoning, as well as analysis of clinical research and data; **procedural** skills necessary for analyzing and sequencing client task performance, administering assessments and interventions, eliciting adaptive response, implementing activities using effective strategies; **affective** skills necessary for engaging and enabling client collaboration in the occupational therapy process,

receiving and responding to feedback, valuing perspectives of others, weighing ethical issues, and therapeutic use of self; **motor** skills necessary for assisting clients, constructing and adjusting client devices, administering assessments and interventions, and arranging and adapting the physical environment.

Courses that support the acquisition and practice of cognitive and procedural operations that underlie assessment of client performance, problem identification and analysis of clinical research data:

- OT 403 Advanced Activity Analysis
- OT 411 Occupational Therapy Process I: Pediatric Intervention
- OT 423 Collaboration in Occupational Therapy
- OT 517 Research Design
- OT 523 Use of Orthotics in Occupational Therapy Practice
- OT 524 Use of Physical Agent Modalities in Occupational Therapy Practice
- OT 647 Assistive Technology

c. Applications: Applied knowledge includes integration of foundational knowledge and skills, using multiple theoretical approaches (e.g., developmental, motor learning, cognitive-behavioral, prevention) for implementing the occupational therapy process for clients, populations and organizations using various service delivery modalities (e.g., consultation, rehabilitation, home health, outpatient, community health), with sensitivity for cultural contexts and social justice. Application also includes analysis and evaluation of client progress, new knowledge acquired from the research literature, and ethical issues associated with the occupational therapy process.

Courses that apply foundation skills to clinical reasoning when implementing the occupational therapy process across practice settings and populations.

Course content here can also include ethical issues associated with practice:

- OT 504 Advanced Neuroscience
- OT 505 OT Process I: Physical Intervention
- OT 506 OT Process II: Physical Intervention
- OT 508 OT Process I: Psychosocial Intervention
- OT 509 Occupational Therapy Process II: Psychosocial Intervention
- OT 513 Systems Management
- OT 518, 519 and 522 Research Seminars
- OT 641 Fieldwork Level II, Occupational Therapy Practice I
- OT 642 Fieldwork Level II, Occupational Therapy Practice II
- OT 643 Capstone Community Experience
- OT 644 Advanced Occupational Therapy Theory and Practice
- OT 645 A/B Occupational Therapy Practice Seminar