Department: Occupational Therapy  
Program: Entry-level Master’s Program  
College: CASA  
Website: [www.sjsu.edu/occupationaltherapy](http://www.sjsu.edu/occupationaltherapy)  

**X_ Check here if your website addresses the University Learning Goals.**

Program Accreditation: Accreditation Council for Occupational Therapy Education (ACOTE)  
Contact Person and Email: Elizabeth Cara, elizabeth.cara@sjsu.edu  
Date of Report: 8/14/15

**Introduction**

The Department of Occupational Therapy has made major curricular and programmatic changes this year. As of Fall 2013 we discontinued the Bachelor’s degree program, thus we are teaching out the combined BS/MS program. The final cohort of students in this program completed their bachelor’s degree in Spring 2014, and those who qualified for admission to the Master’s portion of the program and completed the academic portion of their degree in Spring 2015. In addition, the department engaged in a major curriculum revision of the entry-level Master’s degree program. The first cohort of students attending the MS program under the new curriculum entered in Fall 2013 and graduated in Spring, 2015. Therefore, this report only addresses the first entry-level MS program in the new curriculum.

Additionally, the online Special Sessions post-professional Master’s degree program for practicing occupational therapists will closed effective Fall 2014. Current students in the program will be taught out but a new cohort will not be admitted. Therefore the Special Sessions Master’s program is not included in this report.

**Part A**

1. **List of Program Learning Outcomes (PLOs)**
   
   As a graduate professional program, the overall expected outcome is achievement of entry-level competency as an occupational therapist. Entry-level competency is defined as successful completion of two Level II fieldwork placements (taken after successful completion of all academic coursework), and a passing score on the national certification examination administered by the National Board of Certification in Occupational Therapy (NBCOT). The PLOs and assessment criteria were developed collaboratively by the occupational therapy faculty to address key areas of entry-level competency expected upon completion of the entry-level Master’s program using both internal (course assignments) and external (fieldwork performance, NBCOT exam results, employer surveys) metrics.

   For this year, 2014-2015 there have been no changes in items 1-5.

**Entry-Level Master’s Degree Program PLO’s**
1. Be educated as a generalist with a broad exposure to the delivery models and systems used in settings where occupational therapy is currently practiced and where it is emerging as a service.

2. Achieve entry level competence.

3. Articulate and apply occupational therapy theory, models of practice, clinical reasoning to evidence-based evaluations and interventions to achieve expected outcomes.

4. Uphold the ethical standards, values, and attitudes of the occupational therapy profession.

5. Be a competent and critical consumer of research and knowledge that supports practice.

6. Understand and value the occupational core of the profession.

7. Identify the social, political, economic and cultural issues in a diverse society that impact the ability of individuals, communities and populations (clients) to participate in meaningful occupations.

8. Advocate for individuals, communities and populations (clients) and actively promote occupational therapy.

9. Demonstrate professional and leadership behaviors.

10. Be prepared to make a positive impact on occupational pursuits for the health and well-being of society.


Map of PLOs to University Learning Goals (ULGs)

1. Be educated as a generalist with a broad exposure to the delivery models and systems used in settings where occupational therapy is currently practiced and where it is emerging as a service: Addresses University Learning Goals 1, 3a, 4a, 4b

2. Achieve entry level competence: Addresses University Learning Goals 1, 3a, 3b, 4a, 4b, 4c, 5a

3. Articulate and apply occupational therapy theory, models of practice, clinical reasoning to evidence-based evaluations and interventions to achieve expected outcomes: Addresses University Learning Goals 1, 2a, 3a, 3b, 4a, 4b, 5a

4. Uphold the ethical standards, values, and attitudes of the occupational therapy profession.: Addresses University Learning Goals 2b, 3b, 4a, 4b, 5a, 5b

5. Be a competent and critical consumer of research and knowledge that supports practice: Addresses University Learning Goals 2b, 3b, 4a, 4b

6. Understand and value the occupational core of the profession: Addresses University Learning Goals 1,3a, 4a, 5a, 5b

7. Identify the social, political, economic and cultural issues in a diverse society that impact the ability of individuals, communities and populations (clients) to participate in meaningful occupations: Addresses University Learning Goals 2b, 3b, 4b, 4c, 5a, 5b

8. Advocate for individuals, communities and populations (clients) and actively promote occupational therapy: Addresses University Learning Goals 3b, 4a, 4b, 4c, 5a, 5b

9. Demonstrate professional and leadership behaviors: Addresses University Learning Goals 1, 3a, 3b, 4b, 4c, 5a
10. Be prepared to make a positive impact on occupational pursuits for the health and well-being of society: *Addresses University Learning Goals 1-5*

11. Be self-directed, life-long learners: *Addresses University Learning Goals 3b*

### Alignment – Matrix of PLOs to Courses

#### First Year Courses

<table>
<thead>
<tr>
<th>PLO</th>
<th>276</th>
<th>211</th>
<th>212</th>
<th>213</th>
<th>216</th>
<th>221</th>
<th>222</th>
<th>224</th>
<th>226</th>
<th>245</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Level I Fieldwork; site description assignment</td>
<td>Intro to OT theories of practice</td>
<td>Foundational knowledge of occupation through the lifespan</td>
<td>Intro to practice settings and scope of practice for OT</td>
<td>Intro to evaluation methods for different settings</td>
<td>Foundational knowledge of the construct of occupation</td>
<td>Foundation of knowledge of body structure and function</td>
<td>Intro to community based practice; community profile</td>
<td>Pediatric practice settings and models</td>
<td>Foundation knowledge of research methods in OT</td>
</tr>
<tr>
<td>2.</td>
<td>Documentati on, prof. behaviors</td>
<td>Evaluation competency assessed</td>
<td>Activity analysis</td>
<td>ROM &amp; MMR competency assessed</td>
<td>Pediatric eval and treatment methods</td>
<td>Critique of research evidence</td>
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<tr>
<td>3.</td>
<td>Chart review case study of client in fieldwork placement</td>
<td>Barriers to occupation paper: analysis of effect of conditions on occupation</td>
<td>Process of selecting appropriate assessments</td>
<td>Analyzing, selecting and teaching activities</td>
<td>Pediatric case studies &amp; intervention plans</td>
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<td>4.</td>
<td>Prof Behavior competency</td>
<td>Intro to ethics; ethical dilemma assignment</td>
<td>Ethics of testing and reporting results</td>
<td>Literature on meaning &amp; occupation instruments</td>
<td>Laws and regulations governing pediatric OT</td>
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<td>5.</td>
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<td>Reliability and validity studies on instruments</td>
<td>Participatory research methods</td>
<td>Read and analyze research in pediatric OT</td>
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<tr>
<td>6.</td>
<td>History of the profession</td>
<td>Occupation through the lifespan</td>
<td>Occupation-based assessments</td>
<td>Intro to occupations; activity analysis</td>
<td>Influence of movement on performanc e of occupation s</td>
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<td>7.</td>
<td>External factors that impact participation in occupation</td>
<td>Factors impacting performance on standardized tests</td>
<td>Intro to occupational justice, population based practice, community</td>
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<td>8.</td>
<td>OT advocacy project</td>
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<td>Complete community profile</td>
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<td>9.</td>
<td>Professional behaviors in FW site</td>
<td>Self-analysis of professional behavior</td>
<td>Testing etiquette</td>
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<td>10.</td>
<td>Understand OT role and scope of practice in FW setting</td>
<td>Understand historical and theoretical foundation s of OT</td>
<td>Understand barriers to occupation</td>
<td>Understand scope of practice and regulatory systems</td>
<td>Movement analysis for occupation al performanc e</td>
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<td>11.</td>
<td>Professiona l ethics</td>
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<td>Literature review</td>
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#### Second Year Courses

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<table>
<thead>
<tr>
<th>PLO</th>
<th>Fall 13</th>
<th>Spring 14</th>
<th>Fall 14</th>
<th>Spring 15</th>
<th>Fall 15 ACOTE</th>
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<tr>
<td>1.</td>
<td>OCTH 276</td>
<td>Site Description</td>
<td>OCTH 201A/B Grade</td>
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<td>2.</td>
<td>OCTH 286</td>
<td>Intervention</td>
<td>OCTH 201A/B Grade</td>
<td>NBCOT exam</td>
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<td>NBCOT exam</td>
<td>OCTH 286</td>
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### Planning – Assessment Schedule

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<tr>
<th>PLO</th>
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- **PLO 210**: Service delivery models and practice requirements
- **PLO 233**: Community based practice models
- **PLO 234**: Practice settings and processes for youth
- **PLO 236**: Practice settings and processes for young adults
- **PLO 246**: Practice settings and processes for middle age adults
- **PLO 256**: Practice settings and processes for older adults
- **PLO 266**: Evidence based practice requirements
- **PLO 275**: Intervention process
- **PLO 286**: Clinical research methodologies
- **PLO 295**: Clinical research methodologies

### Systems of care documentations
- **PLO 10**: Intervention for youth
- **PLO 11**: Intervention for young adults
- **PLO 12**: Intervention for middle age adults
- **PLO 13**: Intervention for older adults

### Professional values
- **PLO 10**: Professional values assignment
- **PLO 11**: Community practice placement
- **PLO 12**: Laws and regulations for practice in this area
- **PLO 13**: Laws and regulations for practice in this area
- **PLO 14**: Laws and regulations for practice in this area
- **PLO 15**: Laws and regulations for practice in this area
- **PLO 16**: Evidence-based practice paper and activities
- **PLO 17**: Ethics and professional behavior competency

### Review of literature
- **PLO 10**: Review of literature on practice, professionalism and leadership
- **PLO 11**: Review of practice based research on OT for youth
- **PLO 12**: Review of practice based research on OT for young adults
- **PLO 13**: Review of practice based research on OT for middle aged adults
- **PLO 14**: Review of practice based research on OT for older adults
- **PLO 15**: Evidence based practice paper
- **PLO 16**: Critical literature review for project

### Scope of practice and regulatory influences
- **PLO 10**: Services for underserved and marginalized populations
- **PLO 11**: Contexts that influence occupations for youth
- **PLO 12**: Contexts that influence occupation s for young adults
- **PLO 13**: Contexts that influence occupation s for middle aged adults
- **PLO 14**: Contexts that influence occupation s for older adults
- **PLO 15**: Advocacy for client
- **PLO 16**: Using research data to advocate for OT services

### Program development and evaluation
- **PLO 10**: Program development, implementation and evaluation
- **PLO 11**: Use of evidence to make practice decisions
- **PLO 12**: Use of evidence to make practice decisions
- **PLO 13**: Presentation of project at poster session
- **PLO 14**: Clinical practicum experience

### Intervention planning process
- **PLO 10**: Intervention planning process
- **PLO 11**: Intervention planning process
- **PLO 12**: Intervention planning process
- **PLO 13**: Intervention planning process

### Advocacy for populations at community sites
- **PLO 10**: Advocacy for populations at community sites
- **PLO 11**: Value and benefits of OT for youth
- **PLO 12**: Value and benefits of OT for young adults
- **PLO 13**: Value and benefits of OT for middle aged adults
- **PLO 14**: Value and benefits of OT for older adults

### Use of evidence to make practice decisions
- **PLO 10**: Use of evidence to make practice decisions
- **PLO 11**: Use of evidence to make practice decisions
- **PLO 12**: Use of evidence to make practice decisions
- **PLO 13**: Use of evidence to make practice decisions

### Critical review of literature
- **PLO 10**: Critical literature review for project
- **PLO 11**: Critical literature review for project
- **PLO 12**: Critical literature review for project
- **PLO 13**: Critical literature review for project

### Assessment Schedule

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- **Spring 18**: OCTH 201A/B Grade

### Service delivery models and practice requirements
- **Fall 13**: OCTH 276 Site Description
- **Spring 14**: OCTH 286
- **Fall 14**: OCTH 201A/B Grade
- **Spring 15**: NBCOT exam
- **Fall 15 ACOTE**: OCTH 201A/B Grade
- **Spring 16 ACOTE**: OCTH 201A/B Grade
- **Fall 16**: OCTH 201A/B Grade
- **Spring 17**: OCTH 201A/B Grade
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- **Spring 18**: OCTH 201A/B Grade
### Student Experience

PLO’s are included on the departmental website and in the student manual which students are required to read and sign upon entry to the program. The PLO’s are also presented to students and discussed in OCTH 213 Professional Development I in the first semester of the program.

### Part B

#### 6. Graduation Rates for Total, Non URM and URM students (per program and degree)

The first year retention rate for 2013 (n=106) was 94.3% overall. It was 94.1% for Asian, 100.0% Hispanic students and 93.2% for white students.

The third year graduation rate for first time graduates for 2011 (most recent year available) was 100% for all groups (n=65).

It should be noted that since the current curriculum began in 2013 the graduates from the current program recently graduated in Dec 2014, and the retention figures do not reflect this current cohort in this curriculum.

#### 7. Headcounts of program majors and new students (per program and degree)

FTES of graduate students in OT was 275.2 for Fall 2014 and 237.4 for Spring 2015. The discrepancy between the two semesters is due to the fact that during Fall semester the prior cohort of graduate students are completing their final fieldwork placement off campus and are registered for 6 units of fieldwork.

For Fall 2014 there were 389 applicants to the Master’s program in occupational therapy. The admit rate was 31% and the enrollment rate was 30% yielding a show rate of 96%. 

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<tr>
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<th>Plan</th>
<th>Intervention Plan</th>
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<tbody>
<tr>
<td>4.</td>
<td>OCTH 213 Ethical dilemma assignment</td>
<td>OCTH 213 Ethical dilemma assignment</td>
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<tr>
<td>5.</td>
<td>OCTH 275 EBP paper</td>
<td>OCTH 275 EBP paper</td>
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<tr>
<td>6.</td>
<td>OCTH 221 Final occupational analysis paper</td>
<td>OCTH 221 Final occupational analysis paper</td>
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<tr>
<td>7.</td>
<td>OCTH 224 Community Profile Assignment</td>
<td>OCTH 224 Community Profile Assignment</td>
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<td>8.</td>
<td>OCTH 224 Reflection Paper</td>
<td>OCTH 224 Reflection Paper</td>
</tr>
<tr>
<td>9.</td>
<td>OCTH 286 Competency Evaluation</td>
<td>Employer Survey</td>
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<tr>
<td>10.</td>
<td>OCTH 233 Personal Professional Plan</td>
<td>OCTH 233 Personal Professional Plan</td>
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<td>11.</td>
<td>OCTH 233 Personal Prof Plan</td>
<td>OCTH 233 Personal Prof Plan</td>
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</table>
8. **SFR and average section size (per program)**
   SFR Fall 2014 for Graduate courses: 22.2
   This is larger than the University average of 20.8 for Graduate courses.
   Average headcount per section: Graduate courses 21.2
   This is larger than the University average headcount of 15.8 for Graduate courses.

9. **Percentage of tenured/tenure-track instructional faculty (per department)**
   Fall 2014 tenured/tenure-track instructional faculty: 49%
   Spring 2015 tenured/tenure-track instructional faculty: 52%
   AY 2014/2015 average: 51%

Part C

1. **Closing the Loop/Recommended Actions**
   The new curriculum initiated Fall 2013 has completed its two year cycle, that is, the courses have all been taught at least once, typically more than once for one cohort that graduated in Spring 2014, and a second cohort has experienced the first year of the curriculum. Since most courses were newly developed and being taught for the first time, we conducted a student survey each semester to get student feedback on each course regarding course workload, readings, assignments, course objectives, and contribution of the course to their learning. Faculty also completed an evaluation form for each class they taught. The departmental curriculum committee then met at the end of each semester to review the data and develop a plan for how to refine courses for subsequent semesters. The entire faculty met for an all day planning meeting at the conclusion of each semester to further review and revise, as needed, the courses. We will continue this process each semester. In addition, we have completed employer and alumni surveys. Furthermore, we are in the process of a program self-study in preparation for accreditation in February, 2016.

2. **Assessment Data**
   In this second year of our new curriculum we evaluated student outcomes on PLOs 1, 3, 5, 8, 9. With the criterion being a grade of B (83%) or higher on each of the assignments evaluated, all students (n=70) met the criteria for each of the five assignments. The five assignments evaluated represent areas of advanced knowledge and clinical competencies in the discipline for second-year graduate students in occupational therapy. The final measure of whether graduates of our program achieve entry-level competence is the national certification examination in occupational therapy, administered by the National Board for Certification in Occupational Therapy (NBCOT). For the 2014 graduates of the entry-level Master’s program (old and new curriculum) the pass rate on the exam was 95%.

3. **Analysis**
   The data collected suggest that the curriculum is meeting the PLOs and that student learning is on track. Applications to the department are robust and student success, as demonstrated by NBCOT pass rate is 95%.
4. Proposed changes and goals (if any)
There are no proposed changes for next year, other than the ongoing assessment and refinement of the courses in this new curriculum and the self-study process. Changes in the future will be addressed according to the site visit of our external accrediting body, ACOTE, which is scheduled for February, 2016. We expect to maintain our excellent retention and graduation rate and with an even larger application pool expected next year we anticipate that we will continue to be able to admit highly qualified students who are able to successfully complete the program.