Part A
1. List of Program Learning Outcomes (PLOs)
(PLOs should be appropriate to the degree and consider national disciplinary standards, if they exist. Each outcome should describe how students can demonstrate learning.)

San Jose State University Occupational Therapy Program
Assessment Schedule - Entry-Level Master’s Degree Program PLO’s

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*

2. **Map of PLOs to University Learning Goals (ULGs)**

   (Please indicate how your PLOs map to the University Learning Goals below by listing the PLO under each relevant ULG, or including this map in table form (see examples here). Use the link above for a full description of each ULG.)

<table>
<thead>
<tr>
<th>ULG 1 – Specialized Knowledge</th>
<th>PLO 1, 2, 3, 6, 9, 10</th>
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</thead>
<tbody>
<tr>
<td>ULG 2 – Broad Integrative Knowledge</td>
<td>PLO 3, 4, 5, 7, 10</td>
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<tr>
<td>ULG 3 – Intellectual Skills</td>
<td>PLO 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11</td>
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<tr>
<td>ULG 4 – Applied Knowledge</td>
<td>PLO 1, 2, 3, 4, 5, 6, 7, 8, 9, 10</td>
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<tr>
<td>ULG 5 – Social and Global Responsibilities</td>
<td>PLO 2, 3, 4, 6, 7, 8, 9, 10</td>
</tr>
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3. **Alignment – Matrix of PLOs to Courses**

   (Please show in which courses the PLOs are addressed and assessed. The curriculum map should show increasing levels of proficiency and alignment of curriculum and PLOs. See examples here)

   **Alignment of PLOs to Courses**

   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: OCTH 276 site description – criteria: students achieve a grade of “Credit” for description; OCTH 201A/B – criteria: passing grade (NOTE: the OCTH 201A/B course is the required full-time fieldwork experience as part of the degree requirements)

   2. Achieve entry level competence: OCTH 201A/B passing grade (NOTE: the OCTH 201A/B course is the required full-time fieldwork experience as part of the degree requirements), NBCOT passing rates

   3. Articulate and apply occupational therapy theory, models of practice, clinical reasoning to evidence-based evaluations and interventions to achieve expected outcome: OCTH 286 Intervention plan – criteria: students achieve a grade of “B” or better on the paper

   4. Uphold the ethical standards, values, and attitudes of the occupational therapy profession.: OCTH 213 Ethical Dilemma Midterm – graded exam; criteria: students achieve a grade of “B” or better on the exam, OCTH 245: Ethical approach to conduct research – criteria: successful completion of the CITI training certificate
5. Be a competent and critical consumer of research and knowledge that supports practice: 
   OCTH 275 Critically Appraised Topic (CAT) paper – graded paper, criteria: students achieve a 
   grade of “B” or better
6. Understand and value the occupational core of the profession: OCTH 221 Midterm 
   Occupational Analysis Paper – graded paper, criteria: students achieve a grade of “B” or better
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: OCTH 224 Community Needs Assessment Assignment – graded, criteria: 
   students achieve a B or better on the paper; APSC 198/OCTH 210 ITL graded assignment, 
   criteria: students achieve a B or better on the paper
8. Advocate for individuals, communities and populations (clients) and actively promote 
   occupational therapy: OCTH 233 Advocacy Project – criteria: students achieve a B or better 
   on the paper
9. Demonstrate professional and leadership behaviors: OCTH 234 Collaborative Site Needs 
   Assessment and Program Plan – graded assignment; criteria: students achieve a B or better 
   on the paper; Employer survey
10. Be prepared to make a positive impact on occupational pursuits for the health and well-being 
    of society: OCTH 233 Professional Development Plan – Concept Map – graded, criteria: 
    students achieve a B or better on the paper
11. Be self-directed, life-long learners: OCTH 233 Professional Development Plan – Concept Map 
    – graded, criteria: students achieve a B or better on the paper

4. **Planning – Assessment Schedule**

   (Please provide a reasonable, multi-year assessment plan that specifies when a PLO will be assessed (A), 
   when you might plan to implement changes as a result of your assessment (I), and, if applicable, when 
   you might reassess a given PLO (R) to gauge the impact of the change. All PLOs should be assessed at 
   least once during each program planning cycle (usually 5 years). Add rows and columns as necessary.)

<table>
<thead>
<tr>
<th>PLO</th>
<th>Fall 15 ACOTE</th>
<th>Spring 16 ACOTE</th>
<th>Fall 16</th>
<th>Spring 17</th>
<th>Fall 17</th>
<th>Spring 18</th>
<th>Fall 18</th>
<th>Spring 19</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>OCTH 201A/B Grade</td>
<td>OCTH 201A/B Grade</td>
<td>OCTH 276 Site Description</td>
<td>OCTH 201A/B Grade</td>
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<td>2.</td>
<td>OCTH 201A/B Grade</td>
<td>NBCOT exam</td>
<td>OCTH 201A/B Grade</td>
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<td>OCTH 201A/B Grade</td>
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<td>3.</td>
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<td>OCTH 286 Intervention Plan</td>
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<tr>
<td>4.</td>
<td></td>
<td>OCTH 213 Ethical dilemma Midterm</td>
<td>OCTH 245 CITI training Certificate</td>
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<td>OCTH 213 Ethical dilemma Midterm</td>
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<td>5.</td>
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<td>OCTH 275 CAT paper</td>
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<td>6.</td>
<td></td>
<td>OCTH 221 Final occupational analysis paper</td>
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<td>OCTH 221 Midterm occupational analysis paper</td>
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5. **Student Experience**
(PLOs should be described with student-friendly terms.

*Provide a weblink that points to your PLOs. The weblink should be one-click away on your department/program homepage.* Quick links on the right side panel, menu items on the top or side panel, or explicit links on your department/program homepage are one-click away links.)

Weblink from Occupational Therapy Homepage – link on right side of the Occupational Therapy homepage
http://www.sjsu.edu/occupationaltherapy/Programs/entry-level_ms/program_outcomes/index.html

a.     How are your PLOs and the ULGs communicated to students, e.g. websites, syllabi, promotional material, etc.?
PLOs and Accreditation council of Occupational Therapy Education (ACOTE) standards are listed on each syllabi, additionally the PLOs are included in the comprehensive student Manual that is reviewed with all MS in OT incoming students at the beginning of the Fall semester and then periodically reviewed during advising sessions. These are linked to the ULG.

b.     Do students have an opportunity to provide feedback regarding your PLOs and/or the assessment process? If so, please briefly elaborate.
During each semester, formal advising sessions are held and students are asked to provide feedback about the program and the PLOs in general.

**Part B**

6. **Assessment Data and Results**
(Please briefly describe the data collected for this report (e.g., student papers, posters, presentations, portfolios, assignments, exams). The instruments used to evaluate student achievement (e.g., rubrics or other criteria) and actual data (e.g., assignment description or instructions) should be attached as appendices. PLOs should be evaluated based on direct assessments of learning, not grades earned by students)

*Data from Fall 2016*

**PLO 1 & 2:** Both PLO 1 & 2 are assessed using data from student performance on the required Fieldwork
Experience (OCTH 201A & OCTH 201B).

Results:
OCTH 201A: 28/28 students enrolled passed the course demonstrating the ability to provide services as an occupational therapist and achieving entry level competence.
OCTH 201B: 49/52 students enrolled passed the course demonstrating the ability to provide services as an occupational therapist and achieving entry level competence.

All students are required to successfully pass both of the fieldwork experience courses (OCTH 201A & OCTH 201B) as part of the degree requirements. Please see the attached form (Appendix 2) for the Fieldwork Performance Evaluation form completed on each student.

**PLO 4:** Uphold the ethical standards, values, and attitudes of the occupational therapy profession.: OCTH 213 Ethical Dilemma Midterm – graded exam; criteria: students achieve a grade of “B” or better on the exam.
Results: Aggregated three sections of the OCTH 213 with 72/74 passing the paper with a grade of “B” or better. See Appendix 1

**PLO 6:** Understand and value the occupational core of the profession: OCTH 221 Final Occupational Analysis Paper – graded paper, criteria: students achieve a grade of “B” or better
Results: Aggregated four sections of the OCTH 221 with 74/74 students passing the Final Occupational Analysis Paper. See Appendix 1

**PLO 9:** Demonstrate professional and leadership behaviors: OCTH 234 Collaborative Site Needs Assessment and Program Plan – graded assignment; criteria: students achieve a B or better on the paper
Results: Aggregated two section of the OCTH 234 with 34/38 students meeting the criteria. See Appendix 1

7. **Analysis**
(Please discuss the findings and evaluate the achievement of PLOs and/or progress on recommended actions.)

PLO 1 & 2: Continue to collect data as indicated using specific data from the Fieldwork Performance Evaluation (FWPE) form with overall score as indicator of entry level competence.
PLO 4: Appropriate to continue using the graded midterm scenarios that present ethical dilemmas and using the CITI training module in the research class; NOTE: data from the CITI Training will be collected during Spring 2017 semester. OT faculty discussed that the student grades below the B criteria for this assignment were a result of the poor writing and not the content. Faculty examined the Occupational Therapy Writing Standards and the Chair of the Occupational Therapy Department made arrangements for a graduate writing tutor to provide individual support once a week in the OT Department.
PLO 6: Change from use of the Occupational Analysis Final paper to the Occupational Analysis midterm paper for data collection. (NOTE: data reported is from the final paper but the midterm more closely measures the content of PLO 6)
PLO 9: Continue to collect data as indicated using specific assignment in the OCTH 234 class: Collaborative Site Needs Assessment and Program Plan

8. **Proposed changes and goals (if any)**
(Given your findings, please list the proposed changes and goals for the next academic year and beyond – that is, how will you “close the loop”?)
Changes:
PLO 4: The Occupational Therapy Department Writing Standards are being reviewed to address the expectations for writing proficiency across the curriculum in the Occupational Therapy program. Additionally, The Admissions to the Occupational Therapy Graduate Program have been changed and now only the GRE is used for the admissions process. Previously students could use either the GRE or MAT but the MAT does not include an Analytic Writing section. Faculty decided to require the GRE with specific minimum score of 4.0 on the Analytical Writing portion of the GRE as an admissions requirement.
PLO 6: Collect data from the Occupational Analysis Midterm test is a better fit for the data collection to measure the content of PLO 6.

Part C
(This table should be reviewed and updated each year, ultimately providing a cycle-long record of your efforts to improve student outcomes as a result of your assessment efforts. Each row should represent a single proposed change or goal. Each proposed change should be reviewed and updated yearly so as to create a record of your department’s efforts. Please add rows to the table as needed.)

<table>
<thead>
<tr>
<th>Proposed Changes and Goals</th>
<th>Status Update</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLO 1: Outcome unchanged and data collection instrument is appropriate with further in depth analysis of the FWPE</td>
<td>Data will be collected during Fall 2017 using FWPE and the OCTH 276 Site Description report to collect data early in the academic program (OCTH 276) and at the end of the academic program (OCTH 201A &amp; OCTH 201B)</td>
</tr>
<tr>
<td>PLO 2: Outcome unchanged and data collection instrument is appropriate with further in depth analysis of the FWPE</td>
<td>No changes planned; continue with current data collection process</td>
</tr>
<tr>
<td>PLO 4: Data collection now uses the OCTH 213 Ethical Dilemma Midterm</td>
<td>During Fall 2016 few students did not meet criteria due to problems in clarity of writing. As of Spring 2017 a graduate writing tutor from the CASA Dean’s office is in the OT department on a weekly basis to support students. Revisions to the Occupational Therapy Department Writing Standards are being considered.</td>
</tr>
<tr>
<td>PLO 6: Outcome unchanged but additional data collected through a new assignment</td>
<td>During the Fall 2016 semester data collected through a Final Occupational Analysis paper but following faculty discussions, the Midterm Occupational Analysis paper better measure the PLO</td>
</tr>
<tr>
<td>PLO 9: Outcome unchanged and data collection will continue as stated</td>
<td>No changes planned; continue with current data collection process</td>
</tr>
</tbody>
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Last updated: Feb. 20, 2017
Read the clinical scenario below and answer the following questions:

I. 1. What is the problem?
2. What are the facts of the situation?
3. Who are the interested parties? What is their interest?
4. Is there an ethical issue or issues? Describe. Is there a legal issue? If so, describe.
5. Do you need more information? If so, what information? Be specific

II. Choose a course of action for solving the dilemma (consider ethical/legal principles and philosophies) and outline the steps you will use for solving the dilemma.

Dilemma 35: You just got a wonderful new job that pays extremely well – more than most of your friends are paid. This is your first job since graduating. You have relocated your family to take the job. After two weeks of orientation, you are assigned to a nursing home as the sole therapist with two aides to assist you. The caseloads is very big. The only way all of the patients can be seen at the frequency ordered by the physicians is to have each aide treat the same number of patients per day as you. You do not think you can properly supervise the aides under these circumstances.

Ethical Dilemmas for OCTH 213 Midterm

From Kornblau’s “Ethics in Rehabilitation: A clinical perspective"

Dilemma 14: You have been trying to treat Mrs. Rodriguez for two weeks. Mrs. Rodriguez is an 86-year old woman who does not want services (although she needs them). She insists she does not need to learn what you are trying to reach her because in her culture that is what family is for – to take care of you when you get old. After trying everything to convince Mrs. Rodriguez to participate in therapy, you finally discharge her. Mrs. Rodriguez’s daughter comes to see you to complain about why you inappropriately discharged her mother.

Dilemma 19: You are an occupational therapist working in a rural school district where there are no other professionals from your discipline. The school district has been unable to get professionals from other disciplines, in spite of numerous recruiting efforts and a current open position. Jennie, a kindergarten student, has mild cerebral palsy. She is bright but not yet walking, her language is delayed and she is unable to perform activities of daily living as expected for her age. During an individualized education program conference, the parents and teacher request you focus more on teaching the child skills generally addressed by another discipline and less on skills generally addressed by your discipline.
You are not sure you feel comfortable about teaching this child the suggested skills.

Dilemma 35: You just got a wonderful new job that pays extremely well – more than most of your friends are paid. This is your first job since graduating. You have relocated your family to take the job. After two weeks of orientation, you are assigned to a nursing home as the sole therapist with two aides to assist you. The caseloads is very big. The only way all of the patients can be seen at the frequency ordered by the physicians is to have each aide treat the same number of patients per day as you. You do not think you can properly supervise the aides under these circumstances.

Dilemma 38: Your colleague, Mike, is a member of a white supremacist group. From time to time, he has offered you white supremacist literature to read. Mrs. Washington, a 52-year old Black American woman is referred for services. The supervisor assigns Mrs. Washington to Mike. You notice that Mike is often rude to Mrs. Washington. You have also noticed that his treatment is not always appropriate to Mrs. Washington’s diagnosis.

Dilemma 52: You are working with a patient, Sarah, who has been affected by depression on and off over the past several years. She comes in for treatment one day appearing very down. Sarah relates to you several very stressful events in her life, which she finds herself struggling to face at the present time. She tells you she is ready to give up. She asks you, “Everything I tell you is confidential, right?” You reply affirmatively assuring Sarah that everything she tells you is confidential. Sarah then tells you that she plans to kill herself if things do not get better for her soon. She cannot take it anymore. She carefully thought out how she will kill herself, and she tells you that this is bringing her peace.

Dilemma 60: You are a new graduate. Your facility expects you to see three patients at one time. For a number of reasons, you do not feel comfortable seeing three patients at the same time. You worry about spending enough time with each patient, about the quality of care you can provide under the circumstances, and you also worry about potential billing problems.

**PLO 6: Data collection instrument**

**Final Occupational Analysis Assignment**

25% Final grade

OCTH 221

(Small Group Assignment)

Part 1 - Analysis completed on an occupation that is selected based upon consensus of the group and with prior-approval by the instructor. Please research the genesis of the occupation, examining the environmental/temporal/cultural conditions that existed when it was first performed and then compare it to the modern day usage of this activity/occupation and the conditions that facilitate its use now. I encourage you to choose a very specific occupation to analyze. For example if choosing an ADL- “personal hygiene/grooming” is too broad- will you analyze teeth hygiene? applying makeup (mascara, liner and primer). If an IADL “meal preparation”- making a cheese quesadilla is much more specific than making lunch. If Leisure “leisure participation”- making a glass beaded bracelet is more specific than making jewelry. This beginning part is approximately 3 pages long and narrative.

History of activity/occupation and its modern day usage-20% of paper
Part 2-Please perform a thorough occupational analysis of the current day performance of the occupation/activity using questions 1-9 for this assignment as indicated below. The full Occupational Analysis is provided in this assignment sheet for this assignment. Keep in mind that it includes a blending of the OTPF III, as well as other psychosocial activity analyses. Analyze the occupation as it is performed by a “typical” person in a typical manner (no adaptive equipment) within the USA. Select 1 member of your group to be that typical person who has engaged and question them. Their perspective of HOW they engage IS the TRUTH for your group even if we all understand it is the person’s perspective. At times you may deviate from the “group member’s answer in terms of the likely aspects described below for descriptive purposes. This part is about 3-4 pages long. Follow the format indicated and use numbering (not narrative) such as 1. Occupation description; 2. Typical age range: 3. Performance patterns: Typical habits/routines/roles associated with this occupation: etc. Complete/thorough Occupational Analysis-40% of paper. Use of OTPF II & OTPF III would be helpful

Part 3-Finally, explain a variety of adaptations and grading that can be done with this activity/occupation using the brief case scenario provided below. The perception will be that the “client” happens to greatly enjoy and find meaningful the occupation you have analyzed. This last section is approximately 3 pages long. Please provide a complete list of references at the end.

Adaptations and grading-20% of paper

Writing: Use APA, proofread, proper grammar, sentence structure, citations, reference list, page length. (Max length 14 pages including title page and references, , 12 point times new roman font).

Organization of paper, grammar and APA style-20% of paper

Please use this format for your paper:
First 1-3 pages – write a narrative description of the occupational history and present day occupation as described in part 1 above.
Next 3-4 pages- follow the Occupation focused Occupational Analysis format below- numbering responses Occupational Analysis Format (individually completed by the student teacher)

Please number responses (1-9 with subheadings as indicated below) as you complete the occupational analysis.

1. Briefly describe the occupation.
2. Describe the typical age range of people who engage in this occupation, the performance area in which it belongs.
3. What are the performance patterns for doing this occupation by the individual? What habits, routines and roles are part of this occupation?
4. Describe the Context and Environment, and the Activity Demands of the occupation as it is being performed.
   A. Physical
      a. Objects (manipulable)
         Are the objects in the environment food, toys, tools, materials, equipment, furniture?
         Do the objects or the occupation involving them cause toxicity, allergies, respiratory problems, cardiovascular problems?
b. Space demands
   What is the space available/needed (large, small, square, measurements)?
   What is the terrain (flat floor, work surface)?
   What is the weather like?
   What is the time zone?
c. Temporal context
   Elements to be considered include the past, present and future of performing the occupation, the speed of the occupation, the sequence, immediate/distant nature, the duration, the delays, the rhythm.

B. Cultural context
   a. Does the social milieu of the environment play a part in performing the occupation? Consider the role of ethnicity, customs, rules, gender roles, peer pressure, economics, education, ethics/morality and religion.

C. Virtual context
   a. Does virtual context play a part in performing the occupation? If so, What is the virtual context in which this occupation is being performed?

5. Describe the Activity Demands of the occupation as it is being performed.
   A. Social Demands—Did this occur during the teaching?)
      a. Dyadic: Consider the relationships that might affect the performance of the occupation including that of parent/child, spousal relationships, friendships, employer/employee, coworker, therapist/patient relationship.
      b. Small group: Consider the presence, influence or interaction of family or peers, in the performance of the activity.
      c. Social interactions: Consider whether the activity can or will involves communication, cooperation, competition, negotiation, assertiveness, compromise.

6. List (ALL) the supplies and equipment needed to carry out the occupation, cost of activity, preparation time, placement of tools and materials, and method of instruction.

7. Describe the safety hazards inherent in this occupation, precautions to be taken. (*Very important)

8. List the sequential steps of the occupation. Depending upon the occupation there may be 10 to 20 steps. Each step should not take more than two sentences to explain.

9. Describe the Client Factors and Performance Skills involved in doing the occupation (specifics along dimensions related to A. Sensory functions; B.) Neuromusculoskeletal functions, C.) Mental functions, and (D.)Values, beliefs, and spirituality. Provide examples for the specifics that you indicated “yes” for or used an engagement level of of 75% or more; or would be essential because of safety issues—that if lacking would result in injury or preclude participation)
   A. Sensory Functions
      a. Sensory awareness/processing
         1. Does the occupation stimulate the visual system? How?
         2. Is the auditory system stimulated by this occupation? How?
         3. Does the occupation process stimulate the olfactory system? How?
         4. Does the gustatory system receive stimulation? How?
         5. What tactile involvement is required?
6. Is proprioception/kinesthesia/orientation of the body in space involved in this activity? How?
7. Does the occupation involve vestibular/equilibrium stimulation? How?
8. Is temperature awareness necessary in order to do this activity? When?
9. Is pain awareness necessary and pain response necessary in this activity?

b. Perceptual processing
1. Is stereognosis, knowing by feel, necessary during this process? When?
2. Does the patient need to discriminate the right from the left side in this occupation? When?
3. Will it be necessary for the patient to distinguish a figure or object from its background?
4. Will the patient be required to use depth perception to do this occupation? Explain.
5. Does the patient need to be able to identify an object when presented with only part of the object (visual closure)?

B. Neuro-musculoskeletal & Movement related Functions
1. What body functions are required for performance in this occupation?
2. What body structures are required?
3. Which joint movements are required?
4. What is the necessary range of motion for doing the occupation?
5. What muscle groups are involved and what is the necessary strength needed?
6. Is muscle tone limiting completion of occupation?
7. Is reflexive movement a necessary part of doing the occupation? Can reflexes be a hindrance (sneezes, blinking in reaction to materials)?
8. What kind of endurance does an individual need in order to complete the occupation?
9. Is postural control and alignment necessary for doing the occupation?
10. Is balance important in doing this occupation?
11. Is skin integrity maintained in the position required for the occupation?
12. What is the fine motor coordination and dexterity necessary to complete this occupation?
13. What is the gross motor coordination necessary?
14. Does being able to cross the midline play an important part in doing this occupation?
15. Is bilateral coordination necessary for doing this activity?
16. Is oral-motor control a necessary part of doing this activity?

C. Mental Functions-Cognition
1. What level of arousal is necessary to perform this activity?
2. Is orientation to person, place, time and situation necessary? Why?
3. What type of attention span is required for doing this occupation?
4. Is there a need for the individual to be able to initiate an occupation and terminate an occupation?
5. What type of memory is needed to perform this occupation, short term, long term and recent memory?
6. Is sequencing ability necessary for this activity?
7. Is identification of similarities and differences necessary for performing this activity?
8. Is problem solving a necessary skill for doing this occupation?
9. Does the ability to learn affect doing this occupation?
10. Is the ability to generalize an integral part of this occupation?
11. Does the ability to make judgements play a role in this occupation?
12. What is the comprehension level necessary for performing this occupation? (use either age- or grade-level performance expectations, developmental readiness)
13. Does the occupation’s symbolism have an affect on performance of the occupation?

D. Values, beliefs, and spirituality—give examples

1. What values and interests might be expressed through this activity?
2. Does the individual’s motivation play a role in the performance of this occupation?
3. How does will/volition affect the doing of this occupation?
4. What opportunities for feedback about performance exists in this occupation to influence the self-concept?
5. Does the occupation provide opportunities for affective expression?
   a. hostility/ aggression
   b. sadness
   c. happiness
6. Does the occupation provide opportunities for creative expression?
   a. Ideas/inventiveness
   b. use of color, shape, design
   c. other?
7. Are coping skills necessary to perform this occupation? Name 2
8. Is time management a part of doing this activity?
9. Does self-control/ frustration tolerance play a significant role in performing this activity?
10. Is appropriate social conduct required to complete this occupation?
11. Does the activity offer immediate or delayed gratification?
12. Are there opportunities to practice work-related skills in doing this occupation? (accepting authority, making decisions, setting goals, demonstrating body mechanics, being able to adapt, evaluating self, etc.)
13. Does the performance of the occupation provide opportunities for expressing or enhancing spirituality?
Occupational analysis is a way of thinking used by occupational therapy practitioners to understand activities comprised in occupations, what is required to do them and the cultural meanings ascribed to them. The configuration of an appropriate therapeutic intervention consists of the three analyses mentioned (occupational focused occupational analysis, individual focused occupational analysis, and theory focused activity analysis) which are then combined using methods of grading and adaptation to suit the client’s needs.


OCTH 221 (Group) Final Occupational Analysis Assignment Rubric

(25%) 250 points

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<thead>
<tr>
<th></th>
<th>Y yes-fully addressed</th>
<th>P partially addressed</th>
<th>N not addressed</th>
<th>N/A</th>
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<tbody>
<tr>
<td>I. History of activity/occupation and its modern day usage</td>
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<td>• Evidence of research of the genesis of the occupation</td>
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<td>Yes! Many useful sources identified</td>
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<td>• Examined the environmental/temporal/cultural conditions that existed when it was first performed</td>
<td>Y</td>
<td>P</td>
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- Examined the environmental/temporal/cultural conditions that exist in the present time
- Reflects on past performance or nature of the item to present performance or nature of the items in summary:

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### II. Activity Focused Occupational Analysis:

3. Briefly described the occupation. 

4. Described the typical age range; the performance area

5. Identified the performance patterns, habits, routines and roles

6. Described the Context, Environment, & Activity Demands

#### A. Physical
   a. **Objects (manipulable)**
      - Objects in the environment: food, toys, tools, materials, equipment, furniture?
      - Could they cause toxicity, allergies, respiratory problems, cardiovascular problems?
   b. **Space demands**
      - What is the space available/needed (large, small, square, measurements)?
      - What is the terrain (flat floor, work surface)?
      - What is the weather like?
      - What is the time zone?
   c. **Temporal context**
      - Elements to be considered include the past, present and future
      - The speed of the occupation, the sequence, immediate/distant nature, the duration, the delays, the rhythm.

#### B. Cultural context
   a. Identified if the social milieu; the role of ethnicity, customs, rules, gender roles, peer pressure, economics, education, ethics/morality and religion.

#### C. Virtual context
   a. Identified if virtual context; What was the virtual context?

5. Described the Activity Demands of the occupation as it would be performed.

#### A. Social Demands
   a. **Dyadic**: Consider the relationships that might affect the performance of the occupation (parent/child, spousal relationships, friendships, employer/employee, coworker, therapist/patient relationship).
   b. **Small group**: influence or interaction of family or peers, in the performance of the activity.
c. **Social interactions**: Whether the activity involves communication, cooperation, competition, negotiation, assertiveness, compromise.

6. Listed the **supplies** and **equipment** needed; **cost** of activity, **preparation** time, **placement of tools and materials**, and **method** of instruction/learning.

7. Described the **safety** hazards: **precautions** to be taken.

8. Listed the **sequential** steps of the occupation.

9. Described the **Client Factors and Performance Skills** involved in doing the occupation in specifics along dimensions related to Sensory functions, Neuromusculoskeletal functions, Mental functions, and Values, beliefs, and spirituality.

E. **Sensory Functions**

c. **Sensory awareness/processing**

10. stimulate the **visual** system? How?
11. **auditory** system stimulated by this occupation? How?
12. stimulate the **olfactory** system? How?
13. **gustatory** system receive stimulation? How?
14. **tactile** involvement is required?
15. Is **proprioception/kinesthesia/orientation of the body** in space How?
16. **vestibular/equilibrium** stimulation? How?
17. **temperature** awareness
18. **pain** awareness necessary and pain response necessary

b. **Perceptual processing**

6. Is **stereognosis**, necessary during this process?
7. discriminate the right from the left side in this occupation? When?
8. a **figure or object** from its background?
9. use **depth perception** to do this occupation? Explain.
10. identify a part of object (visual closure)?

F. **Neuro-musculoskeletal & Movement related Functions**

17. What body functions
18. What body structures
19. Which joint movements
20. What range of motion
21. What muscle groups & strength needed?
22. Is **muscle tone** limiting
23. Is **reflexive movement** a necessary
24. What kind of **endurance** does an individual need
25. Is **postural control and alignment** necessary
26. Is **balance** important in doing this occupation?
27. Is **skin integrity** maintained in the position required
What is the fine motor coordination and dexterity necessary?
What is the gross motor coordination necessary?
Able to cross the midline play an important role?
Is bilateral coordination in doing this activity?
Is oral-motor control a necessary factor?

G. Mental Functions-Cognition
What level of arousal is appropriate?
Is orientation to person, place, time and situation necessary?
What type of attention span do we need for this activity?
Is there a need for the individual to be able to initiate?
Memory: short term, long term & recent memory?
Is sequencing ability necessary for this activity?
Is identification of similarities and differences important?
Is problem solving a necessary component?
Does the ability to learn affect doing this occupation?
Is the ability to generalize important?
Does the ability to make judgments play a role?
What is the comprehension level?
Does the occupation’s symbolism have an affect?

H. Values, beliefs, and spirituality
What values and interests play a role?
Does the individual’s motivation play a role?
How does will/volition affect the doing?
Opportunities for feedback about performance exists?
Opportunities for affective expression?
   d. hostility/aggression
   e. sadness
   f. happiness
Opportunities for creative expression?
   d. Ideas/inventiveness
   e. use of color, shape, design
Are coping skills necessary?
Is time management a part of doing this activity?
Is self-control/frustration tolerance significant?

23. Social Conduct
Offer immediate or delayed gratification?
Practice work-related skills in doing this occupation?
(accepting authority, making decisions, setting goals, demonstrating body mechanics, being able to adapt, evaluating self, etc..) Good
Opportunities for expressing or enhancing spirituality?

III. Grading & Adapting This Occupation
A. Several Functional Challenges (6+) good

Y  P   N

Y  P   N

Y  P   N
1. **Selected two (2) of either the performance skills, performance patterns & client factors that could be developed using this activity. Using the case of the 22 yr old man with schizophrenia (who has a stable disability):**

   a. **Step-wise graded one** performance skills, performance patterns &/or client factors for the **22 yr old man** to engage in this activity.

   b. **Step-wise graded another** performance skills, performance patterns &/or client factors for the **22 yr old man** to engage in this activity.

2. **IV. Organization of paper, grammar and APA style Writing:**

   Use APA, proofread, proper grammar, sentence structure, citations, reference list. **More than 5 different errors of/in APA** resulting a loss of **up to 25 points (10%)**

   **Total:**

   **PLO 9: Data collection instrument**

   **OCTH 234: Collaborative Site Needs Assessment & Overall Program Plan:**

   **Assignment #1 A & B**

   **40% (400 pts)**

   Students will implement a needs assessment collaboratively with all stakeholders to identify occupational needs of the population. You will use Phase 2 needs assessment methods such as survey or focus group and also, of course, informal interviews. Data collection in areas such as the environment/context, social participation, social and economic resources, culture, and stage of life (and perhaps other consideration) will help to determine the resources and needs of the community or setting in which students are placed for the semester.

   Based on the data collected in the needs assessment, students will develop a plan for the community/organization to address the factors that impinge on desired occupational performance. This plan describes a broad overall plan of action and areas of occupational intervention and how outcomes will be measured (done as a group). Please use headings provided—Double spaced times new roman font 3 pages Maximum.

   **A. Needs Assessment:**

   1. **Name of the Site:**

   2. **Describe the site’s purpose:**

   **Needs Assessment:**

   3. **Identify if you used focus group(s) &/or survey methods and/or interviews for needs assessment.**

   Who was interviewed. How did you select or identify them. List/Describe the survey /focus group questions asked –(the questions will be the same/similar whether used in survey or focus group method or more qualitative interview questions)
4. **Population based:** characteristics typical in this setting:
   - Age Range and stage of life
   - Conditions/Needs/Problems of client/population affecting occupational performance (and within the OT domain of practice)
   a. Client personal context: ranges of education level, gender % male/female, ranges of Socioeconomic status, culture
   b. Client social context: living arrangement, social networks
5. **Organization based:** characteristics typical in this setting:
   a. Physical environment and resources- what’s available in the building- the physical resources? And the neighborhood?
   b. Conditions/Needs/Problems of organization/setting affecting occupational performance (& within the OT domain of practice)
6. Describe other interventions that are conducted/provided at this site and the roles of other professionals.
7. How did you prioritize what should OT provide and how it differs from what is already provided at the agency.

**B. Intervention Plan:**
**Targeted Occupational Needs (may be for population or organization):** Which occupational needs will you address in your program specifically? Use language from OTPF. Describe:
7. **Describe the Overall Title and Purpose of the occupational interventions you will implement.** (Which areas of occupation will you address? Which occupational performance deficits?)
8. **Rationale for the Occupational Intervention:** (Rationale is the general reason or intent of this particular intervention—why is it needed or necessary?) Provide evidence from the literature to support this.
9. **OT Program Goals:** These are general Overall Goals for the entire intervention over the 8-10 week period and may be written in your own words. What will be learned, provided, accomplished related to occupation and occupational performance by the end of your time at the site? (Do not include weekly intervention goals for this assignment. They will be written in the standard, objective, measurable format per Pedretti in Assignment 2- the Group Intervention Plan).
10. **Group methods** In general/overall terms what will you do in the intervention? Support with citation from the literature.
11. **Group outcomes:** How will you measure improvement in occupational performance each session or at the beginning/end of the OT program your group delivers? What would have happened/expected to happen?
12. **Research regarding proposed OT program and methods:** Summarize and cite a few of your findings (from textbooks and scholarly literature are best for this) about why this intervention would be suggested for this population. If you use web sites, only ones ending in .edu or .gov are acceptable.

Please include a concluding statement. You want to identify here or elsewhere the potential barriers/challenges you might expect from the context, environment, clients, staff or from you the OT students. How might you plan to surmount these barriers/challenges?
### OCTH 234 Rubric
#### Needs Assessment & Overall program Plan

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<th>Point Value</th>
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<td><strong>2.</strong> Describe the site’s purpose:</td>
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   1. Client personal context: ranges of education level, gender % male/female, ranges of Socioeconomic status, culture  
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   d. Conditions/Needs/Problems of organization/setting affecting occupational performance (& within the OT domain of practice) | /40 |
| **6.** Describe other interventions that are conducted/provided at this site and the roles of other professionals. | /50 |
| **7.** How did you prioritize what OT should provide and how it differs from what is already provided at the agency. | /200 |
| **Subtotal** | |

(Conf’d)  
**SITE NAME:** Overall Intervention Plan:  
**Targeted Occupational Needs (may be for population or organization):** Which occupational needs will you address in your program specifically? Use language from OTPF. Describe:

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