
UND SMHS Strategic Plan Individual Unit Report for 2022

GOAL 1 for OCCUPATIONAL THERAPY

LEARNING

One UND Strategic Plan Goal 1: Provide a strong undergraduate liberal arts foundation
UND SMHS Strategic Plan Goal 1: SMHS Units that offer educational programs will expand their curricula to include learning outcomes that align with UND's Essential Studies goals.

- *Critical Inquiry and Analysis*
- *Quantitative Reasoning*
- *Written Communication*
- *Oral Communication*
- *Information Literacy*
- *Intercultural Knowledge and Skills*

1. Describe if/how your unit has addressed this goal.

The OT Department re-validated two OTD courses to address UND Essential Studies goals for the 2021-2022 AY. OT 400 Culture and Occupation, and OT 403 Research Methods, were validated to address *Intercultural Knowledge and Skills*, and *Advanced Communication*, respectively. Assessment will be addressed below.

Additionally, the OT department offers bachelor's degree options, to be awarded at the end of the first professional year, in Psychology, Kinesiology, Rehabilitation and Human Services, and General Studies with a Health Studies Emphasis. Offering these degrees allows students to complete a bachelor's degree utilizing the pre-requisite courses and content from the first year of the OT program for additional degree completion if a student does not hold a prior bachelor's degree.

Finally, the department has also identified support of high-quality teaching practices among occupational therapy faculty with a focus on improvement and achievement of outcomes for every student. We are in our 8th semester of implementing subject centered, concept based curriculum, and have assessed teaching both individually and in the team-based teaching format, to strong learner outcomes in assessment data and student SELFI ratings. We continue to develop expertise in concept-based teaching, seen through both assessment data and acceptance of scholarly activity output that reflects the department's SoTL research agenda.

Examples of effort toward Goal 1 include development and dissemination of a written guide and video recording to department faculty that instructs and demonstrates how to develop instructional materials that reflect universal design (multimodal). In addition, two faculty members attended UND TTaDa's Summer 2021 Workshop on Teaching with Diversity, Equity, and Inclusion (DEI) and disseminated information to OT faculty via a 5-session seminar held during summer faculty meetings. Faculty have committed to ongoing implementation strategies that support DEI and universal design in the OT department. ● **On Track**

2. Describe how your efforts are measured/assessed.

The OT Department has selected eMedley as the primary assessment tool for tracking of program accreditation standards outcomes on a course by course basis. Selected learning assessments for each course are tracked through loading of graded student rubrics to assess students' mastery of accreditation standards for OT education, as well as course objectives, and departmental broad-ability outcomes (BAOs). Additionally, exams are conducted through the ExamN platform, and each exam item is linked to an identified course objective, ACOTE standard, or department BAO. This allows for real-time tracking of mastery of entry-level clinical skill across the curriculum, and indicates when and where changes are warranted.

Data collection and analysis of designated assignments for OT 400 and OT 403 are conducted yearly through eMedley. In OT 400, Intercultural Knowledge and Skills, and Critical Inquiry and Analysis were assessed through the Final Goal Reflection paper, which analyzes the student's understanding of their own cultural competency progression through the course, and how that understanding relates to their interactions with others professionally, and in the larger society. In OT 403, Critical Inquiry and Analysis, Written Communication, and Information Literacy were assessed through students' development of a Critically Appraised Topic (CAT). The CAT requires students to analyze current evidence on a designated clinical topic, select and synthesize the evidence in a clinical scenario and supporting literature review, and then develop this synthesis into a "bottom-line" clinical significance statement for occupational therapy practitioners. The OT Department CATs became available in the Scholarly Commons beginning in summer 2020 and will be available yearly moving forward. Data presented to the department by the SMHS Library Resources staff indicates that OT department downloads of student-generated work on the Scholarly Commons number in the thousands monthly.

With regard to validation of Essential Studies, an OT 400 faculty member was selected to participate in the TTADa Creating an Inclusive Classroom workshop in May 2021. During this process, the faculty member incorporated pedagogical methods that most fully support the assigned essential studies component Intercultural Knowledge and Skills. Per the contracted agreement, the faculty member developed a revised learning assessment that will be tracked as indicated above to demonstrate increased learner outcomes in the indicated IKS components.

Finally, numerous faculty members from both campuses had presentations accepted at national and regional conferences in the 2021 calendar year, including the AOTA Education Summit, AOTA INSPIRE, Northern Rocky Mountain Educational Research Summit, and others. Presentation allows department faculty to share strategies and insights in OT education delivery with colleagues from other institutions, and promote the department's SoTL agenda. The department noted 11 accepted SoTL presentations, with 18 in-progress, by end of fall 2021.

3. How were the data analyzed and what were the outcomes?

The eMedley platform allows for course-by-course tracking of accreditation standards and essential studies outcomes, in a variety of report formats based on the data entered for student assignments and examinations. The analysis of student mastery of content is reviewed by the course director, the coordinator of OTD education, the department curriculum committee, and ultimately the faculty as a whole at the end of each semester. Where concerns are noted, discussion with the identified personnel occur, and changes are made. At this time, while student outcomes on accreditation standards are in progress for the OTD program, no standards have been identified as unaccounted for. Essential studies outcomes are determined as met, and a report will be made available to the Essential Studies Committee when requested.

4. Describe how your unit will implement any further changes and what barriers may exist.

The OT department will continue to utilize the eMedley platform for tracking of accreditation standards and essential studies outcomes as necessary for graduation from a professional OT program. This will provide the department a clear and real-time vision regarding the mastery of required OT content in anticipation of students completing the program and taking the national certification exam for licensure. It is also anticipated that this will allow faculty to clearly and confidently address how their courses fit into the large curricular picture during the ACOTE on-site accreditation site visit for the OTD in fall 2021.

The most significant barrier is the time faculty must dedicate to loading the exams, and the students' rubric scores to assess learning outcomes. Discussions have taken place among department faculty to fine tune the rubrics used for data collection, to identify the essential components of assessment and reduce faculty time in loading data. Additionally, a professional writing component assessment was identified as essential for all courses and has been added. This is an evolving process that will likely resolve within the first few year of the OTD program following adequate data collection and analysis.

With regard to scholarly work, COVID impacts resulted in scholarly work being delayed; however, we were strategic in that when we had to develop new teaching methods we collected data and have several projects in process related to the impact of changing instructional modalities.

PROVIDE A RATING OF YOUR PROGRESS ON THIS GOAL: ● On Track; ● Delayed; ● Behind
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