

**Student Learning Outcomes: Bachelor's Program in Occupational Therapy**

Program Outcomes:	Student Learning Outcomes and Objectives:	Sequence of Assessment Measures:
<p><b>Leader</b></p>	<p><b>1. Graduates are articulate, well-spoken advocates who convey the unique value of occupational therapy. Graduates will:</b></p> <ul style="list-style-type: none"> <li>a. Demonstrate effective and professional written, verbal and non-verbal communication, from a personal and interpersonal perspective, in the delivery of occupational therapy services within an organizational environment.</li> <li>b. Effectively document the scope, content and medical necessity of occupational therapy services to all stakeholders.</li> </ul> <p><b>2. Graduates are leaders on multidisciplinary teams. Graduates will:</b></p> <p>Critically reflect on personal leadership qualities and create a professional development plan to optimize readiness for assuming leadership roles in organizations and the profession.</p>	<p><b>Senior Year, Fall:</b> Journal Club (OT 518 Quantitative Research for Evidence-Based Practice)  <b>***Note:</b> Students are responsible for and evaluated on in-class presentations in every course in the professional program</p> <p><b>Senior Year, Fall and Spring:</b> Multiple Documentation Practica throughout Practice Immersion Courses (OT 501 Practice Immersion: Adult Physical Rehabilitation, OT 502 Practice Immersion: Mental Health, OT 503 Practice Immersion: Pediatrics)</p> <p><b>Senior Year, Spring:</b> Chart Audit and Documentation (OT 521 Clinical Reasoning)</p> <p><b>Senior Year, Spring:</b> IPE Day Self-Reflection Assignment (OT 521 Clinical Reasoning)</p>

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<p><b>Innovator</b></p>	<p><b>1. Graduates are creative problem solvers.</b>  <b>Graduates will:</b></p> <ul style="list-style-type: none"> <li>a. Demonstrate a general familiarity with the craft heritage shared by occupational therapists, the healing power of craft, and a basic functional knowledge of a variety of arts, crafts and activities.</li> <li>b. Demonstrate an ability to access their imagination and creativity.</li> </ul> <p><b>2. Graduates will creatively implement occupation-centered practice in current and emergent practice areas.</b>  <b>Graduates will:</b></p> <ul style="list-style-type: none"> <li>a. Appreciate occupation and its relation to health and wellness in their own lives.</li> <li>b. Develop proficiency in the analysis of activity as a core skill in the practice of occupational therapy.</li> <li>c. Develop occupation-centered intervention plans for clients in current practice settings: adult physical rehabilitation, mental health and pediatric settings.</li> </ul>	<p><b>Junior Year, Spring:</b> Arts and Craft Portfolio (OT 406 Creativity, Craft and Activity Analysis)</p> <p><b>Junior Year, Spring:</b> Arts and Craft Portfolio (OT 406 Creativity, Craft and Activity Analysis)</p> <p><b>Junior Year, Fall:</b> Occupational Questionnaire and Self-Analysis (OT 405 Foundations: Occupation)</p> <p><b>Junior Year, Spring:</b> Activity Analysis Portfolio (OT 406 Foundations: Creativity, Craft and Activity Analysis)</p> <p><b>Senior Year, Fall and Spring:</b> Case Study Assignments and Intervention Practicum (OT 501 Practice Immersion: Adult Physical Rehabilitation, OT 502 Practice Immersion: Mental Health and OT 503 Practice Immersion: Pediatrics)</p>

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<p><b>Evidence-Based Practitioner</b></p>	<p><b>Graduates use evidence that supports their practice.</b>  <b>Graduates will:</b></p> <ul style="list-style-type: none"> <li>a. Locate and use national and international resources, including appropriate literature within and outside of occupational therapy.</li> <li>b. Explain concepts and standards ensuring the protection of human subjects in the course of scholarly inquiry.</li> <li>c. Critique the validity of research studies, and synthesize research literature to make evidence-based decisions.</li> <li>d. Explain findings from the literature to professional colleagues.</li> <li>e. Develop occupation-based and evidence-based intervention plans for current practice settings</li> <li>f. Demonstrate the skills necessary to write a scholarly report in a format for publication and/or oral presentation of research findings.</li> </ul>	<p><b>Senior Year, Fall and Spring:</b> Participation in Library Workshops and Literature Searches (OT 518 Evidence-Based Practice for Quantitative Research and OT 525 Evidence-Based Practice for Qualitative Research)</p> <p><b>Senior Year, Spring:</b> CITI Human Subject Training (OT 525 Qualitative Research for Evidence-Based Practice)</p> <p><b>Senior Year, Fall:</b> Critically Appraised Paper (CAP) (OT 518 Quantitative Research for Evidence-Based Practice)  <b>Senior Year, Spring:</b> Critical Appraisal (OT 525 Qualitative Research for Evidence-Based Practice)</p> <p><b>Senior Year, Fall:</b> Journal Club (OT 518 Quantitative Research for Evidence-Based Practice)</p> <p><b>Senior Year, Fall:</b> PICO Question Assignment (OT 518 Quantitative Research for Evidence-Based Practice)  <b>Senior Year, Fall:</b> Critically Appraised Paper and Critically Appraised Topic (OT 518 Quantitative Research for Evidence-Based Practice)  <b>Senior Year, Fall and Spring:</b> Intervention Plans for Cases in Current Settings (OT 501 Practice Immersion: Adult Physical Rehabilitation, OT 502 Practice Immersion: Mental Health, OT 503 Practice Immersion: Pediatrics)</p> <p><b>Senior Year, Fall:</b> Critically Appraised Topic (CAT) (OT 518 Quantitative Research for Evidence-Based Practice)  <b>Senior Year, Spring:</b> Presentation of Qualitative Research Project (OT 525 Qualitative Research for Evidence-Based Practice)</p>

**Student Learning Outcomes: Bachelor's Program in Occupational Therapy**

<b>Program Outcomes:</b>	<b>Student Learning Outcomes and Objectives:</b>	<b>Sequence of Assessment Measures:</b>
<b>Life-Long Learner</b>	<p><b>Graduates are self-reflective practitioners who are empowered and committed to their own learning and professional development.</b></p> <p><b>Graduates will:</b></p> <ul style="list-style-type: none"><li>a. Develop a therapeutic <i>self</i> and recognize that the clinician has a responsibility to model positive and mindful communication for the client/patient</li><li>b. Develop an introductory career agenda</li><li>c. Critically reflect on practice</li><li>d. Engage in strategies for on-going professional development to maintain and expand skills in alignment with current practice standards</li></ul>	<p><b>Senior Year, Fall:</b> Self-analysis through The Intentional Relationship exercises along with Reflective Fieldwork Journal and Final Reflective Summary (OT 511 Therapeutic Use of Self)</p> <p><b>Senior Year, Spring:</b> Completion of Career Agenda Portfolio: resume, cover letter, one-year and five-year career goals (OT 523 Communication Skills for Effective Practice)</p> <p><b>Senior Year, Spring:</b> Dilemma Paper: Process and Conceptual Analysis of Clinical Reasoning Scenario (OT 521 Clinical Reasoning)</p> <p><b>Senior Year:</b> Engagement in professional associations – Occupational Therapy Association of California (OTAC) and American Occupational Therapy Association (AOTA) Student Membership</p> <p><b>Senior Year, Fall and Spring:</b> Learning Experiences and Activities and Professional Self-Assessment (OT 501 Practice Immersion: Adult Physical Rehabilitation, OT 502 Practice Immersion: Mental Health, OT 403 Practice Immersion: Pediatrics)</p> <p><b>Senior Year, Fall:</b> Journal Club (OT 518 Quantitative Research for Evidence-Based Practice)</p>

**Student Learning Outcomes: Master's Program in Occupational Therapy**

Program Outcomes:	Student Learning Outcomes and Objectives:	Sequence of Assessment Measures:
<p><b>Leader</b></p>	<p><b>1. Graduates are articulate, well-spoken advocates who convey the unique value of occupational therapy. Graduates will:</b></p> <ul style="list-style-type: none"> <li>a. Demonstrate effective and professional written, verbal and non-verbal communication, from a personal and interpersonal perspective, in the delivery of occupational therapy services within an organizational environment.</li> <li>b. Analyze and discuss the impact of current social, economic, political, geographic, and demographic factors on policy development, the provision of occupational therapy services, and how to promote access to occupational therapy services.</li> <li>c. Effectively document the scope, content and medical necessity of occupational therapy services to all stakeholders.</li> <li>d. Analyze and convey the value of and need for occupational therapy services in emergent areas in the community.</li> <li>e. Demonstrate leadership and advocacy skills by participating in external organization and agencies while promoting the profession.</li> </ul>	<p><b>Semester 2:</b> Journal Club (OT 518 Quantitative Research for Evidence-Based Practice)</p> <p><b>Semester 2, 3 or 4:</b> In-Service Training on Occupation-Based Assessments (OT 502 Practice Immersion: Mental Health)</p> <p><b>Semester 3:</b> Therapeutic Group Protocol and Implementation (OT 523 Communication Skills for Effective Practice)</p> <p><b>Semester 4:</b> Professional Poster Presentation of Occupation-Centered Community Program (OT 537 Developing Occupation-Centered Programs for the Community)</p> <p>***Note: Students are responsible for and evaluated on in-class presentations in every course in the professional program</p> <p><b>Semester 5:</b> Public Policy Written Analysis and AOTA Centennial Vision Public Policy Forums (OT 518 Leadership Capstone)</p> <p><b>Semesters 2, 3, 4:</b> Multiple Documentation Practica throughout Practice Immersion Courses (OT 501 Practice Immersion: Adult Physical Rehabilitation, OT 502 Practice Immersion: Mental Health, OT 503 Practice Immersion: Pediatrics)</p> <p><b>Semester 3:</b> Chart Audit and Documentation (OT 521 Clinical Reasoning)</p> <p><b>Semester 4:</b> Proposal of Occupation-Centered Community Program (OT 537 Developing Occupation-Centered Programs for the Community)</p> <p><b>Semester 5:</b> Leadership Externship Experience (OT 540 Leadership Capstone)</p>

Student Learning Outcomes: Master's Program in Occupational Therapy		
Program Outcomes:	Student Learning Outcomes and Objectives:	Sequence of Assessment Measures:
Leader	<p><b>2. Graduates are leaders on multidisciplinary teams.</b>  <b>Graduates will:</b></p> <ul style="list-style-type: none"> <li>a. Critically reflect on personal leadership qualities and create a professional development plan to optimize readiness for assuming leadership roles in organizations and the profession.</li> <li>b. Demonstrate the ability to design ongoing processes for quality improvement and develop program changes as needed to ensure quality of services and to direct administrative changes.</li> <li>c. Critically analyze current professional trends and articulate the role and responsibility of the practitioner to effect changes in service delivery and policies, and to identify opportunities in emerging practice areas.</li> </ul>	<p><b>Semester 3:</b> IPE Day Self-Reflection Assignment (OT 521 Clinical Reasoning)  <b>Semester 5:</b> Leadership Self-Assessment (OT 540 Leadership Capstone)</p> <p><b>Semester 4:</b> Proposal of Occupation-Centered Community Program – <i>includes needs assessment and plan for program evaluation</i> (OT 537 Developing Occupation-Centered Programs for the Community)</p> <p><b>Semester 5:</b> Public Policy Written Analysis and AOTA Centennial Vision Public Policy Forums (OT 540 Leadership Capstone)</p>
Innovator	<p><b>1. Graduates are creative problem solvers.</b>  <b>Graduates will:</b></p> <ul style="list-style-type: none"> <li>a. Demonstrate a general familiarity with the craft heritage shared by occupational therapists, the healing power of craft, and a basic functional knowledge of a variety of arts, crafts and activities.</li> <li>b. Demonstrate an ability to access their imagination and creativity.</li> <li>c. Navigate obstacles and challenges while successfully implementing an independent and innovative experience to enhance personal leadership skills.</li> </ul>	<p><b>Semester 1:</b> Arts and Craft Portfolio (OT 406 Creativity, Craft and Activity Analysis)</p> <p><b>Semester 1:</b> Arts and Craft Portfolio (OT 406 Creativity, Craft and Activity Analysis)</p> <p><b>Semester 5:</b> Leadership Externship Experience (OT 540 Leadership Capstone)</p>

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<p><b>Innovator</b></p>	<p><b>2. Graduates will creatively implement occupation-centered practice in current and emergent practice areas.</b>  <b>Graduates will:</b></p> <ul style="list-style-type: none"> <li>a. Appreciate occupation and its relation to health and wellness in their own lives.</li> <li>b. Develop proficiency in the analysis of activity as a core skill in the practice of occupational therapy.</li> <li>c. Explain the dynamic and complex nature of occupation using occupational science concepts and research.</li> <li>d. Develop occupation-centered intervention plans for clients in current practice settings: adult physical rehabilitation, mental health and pediatric settings.</li> <li>e. Complete all steps of the needs assessment process and create innovative occupation-centered community programs to meet occupational needs.</li> </ul>	<p><b>Semester 1:</b> Occupational Questionnaire and Self-Analysis (OT 405 Foundations: Occupation)  <b>Semester 4:</b> Occupational Self-Analysis: Health Promotion and Wellness (OT 534 Health Promotion and Wellness)</p> <p><b>Semester 1:</b> Activity Analysis Portfolio (OT 406 Foundations: Creativity, Craft and Activity Analysis)</p> <p><b>Semester 5:</b> Group Seminar Leadership on Occupational Science Key Concepts (OT 545 Advanced Occupational Science Seminar)</p> <p><b>Semesters 2, 3, 4:</b> Case Study Assignments and Intervention Practicum (OT 501 Practice Immersion: Adult Physical Rehabilitation, OT 502 Practice Immersion: Mental Health and OT 503 Practice Immersion: Pediatrics)</p> <p><b>Semester 4:</b> Proposal of Occupation-Centered Community Program (OT 537 Developing Occupation-Centered Programs for the Community)  <b>**Note:</b> Several of these programs are further developed in Semester 5 for OT 540 Leadership Capstone Externship Experience</p>

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<p><b>Life-Long Learner</b></p>	<p><b>Graduates are self-reflective practitioners who are empowered and committed to their own learning and professional development.</b>  <b>Graduates will:</b></p> <ul style="list-style-type: none"> <li>a. Develop a therapeutic <i>self</i> and recognize that the clinician has a responsibility to model positive and mindful communication for the client/patient</li> <li>b. Develop an introductory career agenda</li> <li>c. Critically reflect on practice</li> <li>d. Engage in strategies for on-going professional development to maintain and expand skills in alignment with current practice standards</li> </ul>	<p><b>Semester 2:</b> Self-analysis through The Intentional Relationship exercises along with Reflective Fieldwork Journal and Final Reflective Summary (OT 511 Therapeutic Use of Self)</p> <p><b>Semester 3:</b> Completion of Career Agenda Portfolio: resume, cover letter, one-year and five-year career goals (OT 523 Communication Skills for Effective Practice)</p> <p><b>Semester 3:</b> Dilemma Paper: Process and Conceptual Analysis of Clinical Reasoning Scenario (OT 521 Clinical Reasoning)</p> <p><b>Semester 5:</b> Leadership Externship Reflection Paper (OT 540 Leadership Capstone)</p> <p><b>All Semesters:</b> Engagement in professional associations – Occupational Therapy Association of California (OTAC) and American Occupational Therapy Association (AOTA) Student Membership</p> <p><b>Semesters 2, 3, 4:</b> Learning Experiences and Activities and Professional Self-Assessment (OT 501 Practice Immersion: Adult Physical Rehabilitation, OT 502 Practice Immersion: Mental Health, OT 503 Practice Immersion: Pediatrics)</p> <p><b>Semester 2</b> Journal Club (OT 518 Quantitative Research for Evidence-Based Practice)</p>

**Student Learning Outcomes: Occupational Therapy Clinical Doctorate (OTD) Program**

Program Outcomes:	Student Learning Outcomes and Objectives:	Sequence of Assessment Measures:
<p><b>Advanced Evidence-Based Practitioner</b></p>	<p><b>1. Graduate Doctors of Occupational Therapy are advanced practitioners with comprehensive knowledge of the relevant evidentiary base supporting a specialty practice area.</b>  <b>Graduates will:</b></p> <ul style="list-style-type: none"> <li>a. Acquire, critique, apply a thorough review of contemporary evidence to support a practice area.</li> <li>b. Synthesize evidentiary base in a professional written and oral presentation.</li> </ul>	<p><b>OT 620:</b> Evidence-Based Literature Review and Annotated Bibliography</p> <p><b>OT 620:</b> Evidence Presentations  <b>OT 686:</b> Final OTD Portfolio of Course Plan, Evidence and Residency; Leadership Presentation</p>
<p><b>Executive Decision-Maker</b></p>	<p><b>2. Graduate Doctors of Occupational Therapy are prepared to acquire leadership positions in which they effectively apply business knowledge and skills to determine feasibility and sustainability of health-promoting occupational therapy programs.</b>  <b>Graduates will:</b></p> <ul style="list-style-type: none"> <li>a. Demonstrate working knowledge and application of the use of fundamental business tools in occupational therapy practice.</li> <li>b. Engage in financial analyses to ensure sustainability of occupational therapy programs.</li> <li>c. Gain a sophisticated knowledge of healthcare and reimbursement policy and the ways in which occupational therapy leaders can affect current policy.</li> </ul>	<p><b>OT 621:</b> Business Plan and Financial Analysis</p> <p><b>OT 621:</b> Business Plan and Financial Analysis</p> <p><b>OT 686:</b> Final OTD Portfolio of Course Plan, Evidence and Residency; Leadership Presentation</p>

**Student Learning Outcomes: Occupational Therapy Clinical Doctorate (OTD) Program**

<b>Program Outcomes:</b>	<b>Student Learning Outcomes and Objectives:</b>	<b>Sequence of Assessment Measures:</b>
Change Agent	<p><b>3. Graduate Doctors of Occupational Therapy are change agents skilled in utilizing advocacy and evidence to influence systems and policy.</b></p> <p><b>Graduates will:</b></p> <ul style="list-style-type: none"><li>a. Design and implement a quality improvement project, a program evaluation or a new occupational therapy program in the residency context.</li><li>b. Demonstrate confidence in their own power and leadership potential within the contemporary healthcare market.</li><li>c. Internalize attributes associated with professional leadership at the doctoral level</li></ul>	<p><b>OT 620:</b> Stakeholder Assessment Presentation <b>OT 620:</b> Quality Improvement Assignment and Presentation</p> <p><b>OT 621:</b> “The Pitch” Assignment <b>OT 686:</b> Final OTD Portfolio of Course Plan, Evidence and Residency; Leadership Presentation</p> <p><b>OT 686:</b> Final OTD Portfolio of Course Plan, Evidence and Residency; Leadership Presentation</p>

**Student Learning Outcomes: PhD Program in Occupational Science**

<b>Program Outcome:</b>	<b>Student Learning Outcomes and Objectives:</b>	<b>Sequence of Assessment Measures:</b>
<p>PhD graduates are adequately prepared to successfully acquire post-doctoral positions and/or a tenure-track position with sufficient research responsibilities.</p>	<p><b>1. PhD Graduates will:</b></p> <ul style="list-style-type: none"><li>a. Demonstrates ability to synthesize knowledge about occupational science</li><li>b. Produce written papers that are either publishable or can be revised for publication.</li></ul> <p><b>2. PhD Graduates will:</b></p> <ul style="list-style-type: none"><li>a. Adequately synthesize the breadth of the literature in designated topics in occupational science.</li><li>b. Articulates a foundation of theoretical assumptions for dissertation proposal.</li><li>c. Demonstrate fitness to undertake independent research.</li></ul> <p><b>3. PhD Graduates will:</b> Argue effectively the major findings and implications of dissertation research.</p>	<p><b>Screening:</b> Performance is reviewed annually by the graduate faculty, with the student and the Chair completing an academic progress contract. As part of the review process, students must pass a screening exam during the first year and before 24 units have been completed. Plans for program completion are reviewed in order for the student and the faculty to consider whether admission to the program and course plans remain appropriate. Passing the screening exam is a prerequisite to continuation.</p> <p><b>PhD Qualifying Exam and PhD Dissertation Proposal:</b> The qualifying exam is required of all PhD students and is comprehensive in nature, consisting of both a written and oral section. The examination qualifies a student for candidacy for the PhD degree. Successful performance on the written examination is not to be construed to mean that the oral examination is to be a pro forma exercise. The oral examination is a serious and integral part of the qualifying procedure and is administered on campus. Prior to taking the Qualifying Exam, the student must complete and submit a publishable paper related to Occupational Science and a dissertation proposal</p> <p><b>Defense of PhD Dissertation:</b> A final requirement for the PhD is an oral defense of the dissertation. The oral defense is open to the public.</p>