



Student Learning Outcomes Plan

Critical Thinking - Fall 2016

Page 1: Welcome

Q1

First, please tell us a little about yourself:

Your name:

Denise Tremblay

The name of your program

Occupational Therapy Assistant

Q2

Is your program externally accredited?

Yes, our program is externally accredited.

Page 2: Plan to improve student outcomes - part 1 (R/U)

Q3

Please list here the associated course number of your chosen SLO as they appear in the MCO or SLO Matrix. This first one should be emphasized early in a student's program and center on students' ability to Remember/Understand (R/U) concepts/attitudes/skills. Students demonstrate critical thinking at this level by: Recognizing the need for both quantitative and qualitative information while formulating questions; identifying available technologies/analytical methods; discerning that accurate and complete information is the basis for effective decision making.

Course #

OTA111

SLO

1. Demonstrate competency in oral and written communication skills, including basic computer use, specifically the ability to use databases and search engines to access information, word processing for writing and presentation software related to introductory themes in the profession

Q4

How will you determine the extent to which student achievement has increased on this first SLO? (For example, "___% percent of my students need to score a minimum ___% on the lab practical)

100% of students will score an 80% or better the grading rubric on an assignment about utilization of data bases and search engines.

Q5

What will you do differently this year to bring about the improvement you intend?

Develop a lesson on data bases and seach engines that involves a practical assignment and grading rubric.

Q6

How will these results affect your teaching/program?

Students will be better prepared and competent with computer literacy skills in the first quarter.

Page 3: Plan to improve student outcomes - part 2 (A/A)

Q7

Please list here the associated course number of your chosen SLO as they appear in the MCO or SLO Matrix. This second one should be emphasized mid-way through a student's program and center on students' ability to Analyze/Apply (A/A) concepts/attitudes/skills. Students demonstrate critical thinking at this level by: Demonstrating skill gathering information from and within a certain field; analyzing, interpreting and synthesizing information, strategies, resources, evidence, and/or assumptions.

Course #

OTA110

SLO

3. Document occupational therapy services to ensure accountability of service provision and to meet standards for reimbursement of services.

Q8

How will you determine the extent to which student achievement has increased on this second SLO? (For example, "___% percent of my students need to score a minimum ___% on the lab practical)

100% of students will score an 80% or better the grading rubric on an "common mistakes of progress note documentation" assignment.

Q9

What will you do differently this year to bring about the improvement you intend?

Include an additoinal lab to discuss the common mistakes of progress note documentation in which students review progress notes to identify common mistakes in documents.

Q10

How will these results affect your teaching/program?

Students will be better prepared for the 4th quarter assignments on treatment documentaton.

Page 4: Plan to improve student outcomes - part 3 (C/E)

Q11

Please list here the associated course number of your chosen SLO as they appear in the MCO or SLO Matrix. This third one should be emphasized late in a student's program and center on students' ability to Create/Evaluate (C/E) concepts/attitudes/skills. Students demonstrate critical thinking at this level by: Evaluating and testing solutions on the basis of origin, viewpoint, currency, relevance, completeness, validity and appropriateness; using creativity to generate diverse possible solutions and articulating reasoned solutions to others.

Course #

OTA232

SLO #

#15. Demonstrate skills of collaboration with occupational therapists on therapeutic interventions.

Q12

How will you determine the extent to which student achievement has increased on this third SLO? (For example, "___% percent of my students need to score a minimum ___% on the lab practical)

100% of students will score 80% or better on the grading rubric of the documentation of a final progress note in a session done with the occupational therapist.

Q13

What will you do differently this year to bring about the improvement you intend?

Students will improve skills in documentation prior to Level-II Fieldwork experiences.

Q14

How will these results affect your teaching/program?

Students will be more confident about and efficient in their application of documentation in fieldwork.