**YU Program/Major Assessment Template:**

**Mission, Goals, Objectives & Curriculum Map[[1]](#footnote-1)**

**College/School Name: Katz School of Science and Health**

**Department/Program Name: Doctorate in Occupational Therapy (OTD)**

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**I.          Department/Program Mission Statement**

**Definition:** A concise statement that outlines the guiding principles of core values of the department/program’s curriculum.

**Suggested structure: “**The mission of **[name of department/program]** is to **[primary purpose]** by providing **[primary functions or activities]** to **[stakeholders]**”.

**Example:** “The mission of the undergraduate psychology program [**name of program**] is to prepare students [**stakeholders]** for employment-in various psychology-related fields and/or to pursue advanced studies in psychology[**purpose of the program**] by developing their knowledge of theories and research across areas of personality, developmental, clinical, and behavioral psychology [**primary activities or functions**].”

Type department/program mission:

* The mission of YU occupational therapy doctorate program is to educate and train students to become scholar-practitioners who are caring and competent in developing and delivering services; through the integration of theory, research, and practice knowledge-basis and clinical skills. These scholar-practitioners will be lifelong learners, advocators and leaders for the profession as well as the diverse consumers, local and global communities. Through a student-centric pedagogy and curricular threads (i.e., occupation-centered, client-centeredness, evidence-based practice, interprofessional collaboration, therapeutic use of self, diversity, and diverse and global connections, wellness and prevention, critical thinking and clinical reasoning, leadership and advocacy) the students will be prepared to be reflective and effective practitioners. Our program aligns with the American Occupational Therapy Association (AOTA) Vision 2025: “As an inclusive profession, occupational therapy maximizes health, well-being, and quality of life for all people, populations, and communities through effective solutions that facilitate participation in everyday living”.

**Checklist:**

* Is statement clear and concise?
* Does it clearly state the purpose of the department/program, the primary functions and activities, and indicate the key stakeholders?
* Does it support and align with the mission of the school and university?
* Does it reflect the department/program’s priorities and values?

**II. Department/Program Student Learning Goals**

**Definition:** Broad conceptual statements about what you want students to learn or be able to do as a result of their program experience. Since goals are still at the conceptual level, they are not directly measurable.

**Suggested structure: “**Students will be able to [**action verb**] [**object**] [**modifiers**]”

***Tip:*** *Use verbiage from Bloom et al.’s cognitive, affective or psychomotor taxonomies if helpful to specify desired levels of performance.*

* **Cognitive:** (know/understand, remember, apply, analyze, evaluate, create)
* **Affective:** (receive, respond to, value, organize, internalize)
* **Psychomotor: (**imitation, manipulation, precision, articulation, naturalization)

**Example:** Psychology majors will be able to:

* Know key concepts and central issues pertinent to the field
* Analyze psychological problems using relevant theories and research
* Evaluate scientific studies on the basis of their scientific rigor and contribution to the filed
* Create their own rigorous scientific inquiries of pertinent topics within the field and effectively communicate their findings

**Type 3-5 department or program student learning goals:**

Graduates of the YU OTD program will meet each of the following goals, related to the Program Objectives (PO). *U*pon successful completion of the program, graduates will be able to:

1. Develop and implement client centered care that is inclusive of cultural values, beliefs, and needs.
2. Demonstrate effective communication skills to function successfully as a member of an interprofessional health care team.
3. Apply critical analysis of evidence during the occupational therapy process and participate to increase the body of knowledge of the profession through the preparation and dissemination of scholarship.
4. Design interventions with a central focus on occupation as the means and end of therapeutic process, in line with the profession’s philosophy.
5. Implement interventions with a central focus on occupation as the means and end of therapeutic process, in line with the profession’s philosophy
6. Integrate health promotion and wellness in interventions with individuals, communities, and populations.
7. Model/demonstrate leadership and advocacy for occupational therapy in the full range of service areas.

**Checklist:**

* Does each goal reflect the department /program’s mission?
* Does each goal state the overarching expectations of students in the program or having completed the program?
* Is each goal broad enough to be easily defined with several specific objectives or indicators of the goal?
* Is each goal distinctive from one another so that there is no redundancy?

**III. Department/Program Student Learning Objectives:**

**Definition:** Statements that describe the specific skills, values, knowledge, and/or attitudes that students should exhibit as a result of the program, and which are reflective of the overarching goal. Learning objectives should be stated so that they are measurable performance indicators of the larger overarching goal.

* + **Objectives should:**
		- Be student-centered
		- Be specific to one goal
		- Use action verbs (e.g., see verbiage associated with different categories in Bloom’s taxonomies if helpful)
		- Be measurable
	+ **Types of learning objectives:**
		- **Cognitive objectives:** What students should know
		- **Affective objectives:** What students should care about
		- **Behavioral objectives:** What students should be able to do

**Example of student learning objectives pertaining to a psychology program-level goal**

* **Goal:** Psychology majors will be able to analyze psychological problems using relevant theories and research
* **Objectives:**
	+ Students will be able to choose relevant theories and research for examining a specific psychological issue
	+ Students will be able to demonstrate using theories and research to make informed recommendations pertaining to psychology-related issues and topics
	+ Students will be able to employ the scientific method for analyzing a psychology-related research question

***Directions:***Complete the following table[[2]](#footnote-2) by listing each department/program goal in the left column. For each Program goal list 2-3 objectives in the right column. Remember that an objective is a specific, measurable indicator of a learning goal. *Tip: Use the chart (presented on next page) of action words for specific performance indicators of the various cognitive processes in Bloom’s taxonomy if helpful.*

|  |  |
| --- | --- |
| **Department****Program Learning Goal** | **Objectives** |
| 1. Develop and implement client centered care that is inclusive of cultural values, beliefs, and needs.
 | 1. Students will be able to identify the impact contextual factors, socioeconomic, political, and demographic factors have on client’s occupational performance.
 |
| 1. Students will be able to promote culturally sensitive and inclusive service delivery to individuals, groups, and communities.
 |
| 1. Demonstrate effective communication skills to function successfully as a member of an interprofessional health care team.
 | 1. Students will be able to demonstrate conscious use of professional language both verbally and in writing.
 |
| 1. Students will be able to communicate their clinical reasoning when presenting clinical cases to an interprofessional health care team.
 |
| 1. Apply critical analysis of evidence during the occupational therapy process and participate to increase the body of knowledge of the profession through the preparation and dissemination of scholarship.
 | 1. Students will be able to locate, quantitative and qualitative research papers to guide clinical decision-making.
 |
| 1. Students will be able to appraise scientific literature to develop their capstone doctoral project.
 |
| 1. Students will be able to synthesize scientific literature to develop their capstone doctoral project.
 |
| 1. Students will be able to disseminate their capstone doctoral project in a local, national, or international professional venue.
 |
| 1. Design interventions with a central focus on occupation as the means and end of therapeutic process, in line with the profession’s philosophy.
 | 1. Students will be able to evaluate an individual’s occupational needs, performance skills, performance patterns, context(s), environments, and client factors using evidence-based outcome measures.
 |
| 1. Students will be able to design a client-centered well-reasoned intervention plan to promote areas of weakness.
 |
| 1. Implement interventions with a central focus on occupation as the means and end of therapeutic process, in line with the profession’s philosophy.
 | 1. Students will be able to apply safe and ethical care focusing on promotion, compensation, adaptation, and prevention to individuals, groups, or communities.
 |
| 1. Students will be able to report client’s progress over the course of intervention using professional documentation in accordance with reimbursement systems.
 |
| 1. Students will be able to develop a client-centered plan for discharge in collaboration with interprofessional team by reviewing the needs of the client and significant others; available resources; and discharge environment.
 |
| 1. Integrate health promotion and wellness in interventions with individuals, communities and populations
 | 1. Students will be able to appraise individuals, communities, and population health needs and access to resources.
 |
| 1. Students will be able to develop health and wellness programs to mitigate identified needs at an individual, group, and community levels.
 |
| 1. Model leadership and advocacy for occupational therapy in the full range of service areas.
 | 1. Students will be able to examine health disparities or social injustices impacting individuals, groups, and communities.
 |
|  | 1. Students will be able to propose programmatic changes to a selected organization, or agency about a social or policy issue.
 |

**Objective Checklist:**

* Is the objective clearly and simply stated?
* Is the objective written using an action verb?
* Does the objective specify observable behaviors that are measurable?
* Is it possible to collect accurate and reliable data pertaining to the objective?
* Is the objective stated so that more than one measurement method can be used to assess it?
* Is it student-centered vs. teacher-oriented? (e.g., students will be able to evaluate vs. students’ will evaluate)

**Action Verbs Associated with Bloom et al.’s Taxonomy of Cognitive Processes [[3]](#footnote-3)**

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**IV. Curriculum Mapping**

**Definition: Aligning** courses with department and program level goals and objectives

**Directions: Complete** the table[[4]](#footnote-4) below by listing each learning objective/outcome for students in your department/program in the rows in the far left column. List the required courses/experiences in the remaining columns of the first row. Place an X in the cells of each course that targets each objective/outcome. A completed example by a psychology department is provided on the next page.

Levels Curriculum Map

|

|  |
| --- |
| Learning objectives/outcomes |
|  |

 | Required Courses/Experiences |
| **5100** | **5101** | **5102** | **5103** | **5104** | **5105** | **5200A** | **5200B** | **5201** | **5202** | **5203** |
| 1.a. Students will be able to identify the impact contextual factors, socioeconomic, political, and demographic factors have on client’s occupational performance. | x | x | x |  |  |  | x | x |  | x |  |
| 1.b. Students will be able to promote culturally sensitive and inclusive service delivery to individuals, groups, and communities. | x | x | x |  |  |  | x | x |  | x |  |
| 2.a. Students will be able to demonstrate conscious use of professional language both verbally and in writing. | x | x |  |  | x |  |  |  | x | x |  |
| 2.b. Students will be able to communicate their clinical reasoning when presenting clinical cases to an interprofessional health care team. | x | x |  |  | x |  |  |  | x | x |  |
| 3.a. Students will be able to locate, quantitative and qualitative research papers to guide clinical decision-making.  |  |  | x | x | x |  | x | x |  |  |  |
| 3.b. Students will be able to appraise scientific literature to develop their capstone doctoral project.  |  |  | x | x | x |  | x | x |  |  |  |
| 3.c. Students will be able to synthesize scientific literature to develop their capstone doctoral project.  |  |  | x | x | x |  | x | x |  |  |  |
| 4.a. Students will be able to evaluate an individual’s occupational needs, performance skills, performance patterns, context(s), environments, and client factors using evidence-based outcome measures. |  |  |  |  |  |  | x | x | x |  | x |
| 4.b. Students will be able to design a client-centered well-reasoned intervention plan to promote areas of weakness. |  |  |  |  |  |  | x | x | x |  | x |
| 5.a. Students will be able to apply safe and ethical care focusing on promotion, compensation, adaptation, and prevention to individuals, groups or communities. |  |  |  |  |  |  | x | x | x |  | x |
| 5.b Students will be able to report client’s progress over the course of intervention using professional documentation in accordance with reimbursement systems. |  |  |  |  |  |  | x | x | x |  | x |
| 5.c. Students will be able to develop a client-centered plan for discharge in collaboration with interprofessional team by reviewing the needs of the client and significant others; available resources; and discharge environment. |  |  |  |  |  |  | x | x | x |  | x |
| 6.a. Students will be able to appraise individuals, communities, and population health needs and access to resources. |  | x |  |  |  | x | x | x | x |  |  |
| 6.b. Students will be able to develop health and wellness programs to mitigate identified needs at an individual, group, and community levels. |  | x |  |  |  | x | x | x | x |  |  |
| 7.a. Students will be able to examine health disparities or social injustices impacting individuals, groups, and communities. | x |  |  |  |  |  | x | x |  |  |  |
| 7.b. Students will be able to propose programmatic changes to a selected organization, or agency about a social or policy issue. | x |  |  |  |  |  | x | x |  |  |  |

Levels Curriculum Map. Continued

| Learning objectives/outcomes | Required Courses/Experiences |
| --- | --- |
| **5204** | **5205** | **5206** | **5300A** | **5300B** | **5301** | **5302** | **5303** | **5304** | **5400A** | **5400B** |
| 1.a. Students will be able to identify the impact contextual factors, socioeconomic, political, and demographic factors have on client’s occupational performance. |  | x |  | x | x |  |  |  | x | x | x |
| 1.b. Students will be able to promote culturally sensitive and inclusive service delivery to individuals, groups, and communities. |  | x |  | x | x |  |  |  | x | x | x |
| 2.a. Students will be able to demonstrate conscious use of professional language both verbally and in writing. |  |  |  | x | x | x |  |  |  |  |  |
| 2.b. Students will be able to communicate their clinical reasoning when presenting clinical cases to an interprofessional health care team. |  |  |  | x | x | x |  |  |  |  |  |
| 3.a. Students will be able to locate, quantitative and qualitative research papers to guide clinical decision-making.  | x |  |  | x | x |  | x | x |  | x | x |
| 3.b. Students will be able to appraise scientific literature to develop their capstone doctoral project.  | x |  |  | x | x |  | x | x |  | x | x |
| 3.c. Students will be able to synthesize scientific literature to develop their capstone doctoral project.  | x |  |  | x | x |  | x | x |  | x | x |
| 4.a. Students will be able to evaluate an individual’s occupational needs, performance skills, performance patterns, context(s), environments, and client factors using evidence-based outcome measures. |  | x |  | x | x |  |  | x | x | x | x |
| 4.b. Students will be able to design a client-centered well-reasoned intervention plan to promote areas of weakness. |  | x |  | x | x |  |  | x | x | x | x |
| 5.a. Students will be able to apply safe and ethical care focusing on promotion, compensation, adaptation, and prevention to individuals, groups or communities. |  | x |  | x | x |  |  | x | x | x | x |
| 5.b. Students will be able to report client’s progress over the course of intervention using professional documentation in accordance with reimbursement systems. |  | x |  | x | x |  |  | x | x | x | x |
| 5.c. Students will be able to develop a client-centered plan for discharge in collaboration with interprofessional team by reviewing the needs of the client and significant others; available resources; and discharge environment. |  | x |  | x | x |  |  | x | x | x | x |
| 6.a. Students will be able to appraise individuals, communities, and population health needs and access to resources. |  |  |  | x | x | x |  |  | x | x | x |
| 6.b. Students will be able to develop health and wellness programs to mitigate identified needs at an individual, group, and community levels. |  |  |  | x | x | x |  |  | x | x | x |
| 7.a. Students will be able to examine health disparities or social injustices impacting individuals, groups, and communities. |  |  |  | x | x |  |  |  |  | x | x |
| 7.b. Students will be able to propose programmatic changes to a selected organization, or agency about a social or policy issue. |  |  |  | x | x |  |  |  |  | x | x |

Levels Curriculum Map. Continued

| Learning objectives/outcomes | Required Courses/Experiences |
| --- | --- |
| **5401** | **5402** | **5403** | **5404** | **5405** | **5500** | **5501** | **5600** | **5601** | **5700** | **5701** | **5800** | **5801** |
| 1.a. Students will be able to identify the impact contextual factors, socioeconomic, political, and demographic factors have on client’s occupational performance. |  |  |  | x |  | x | x | x | x | x | x | x | x |
| 1.b. Students will be able to promote culturally sensitive and inclusive service delivery to individuals, groups, and communities. |  |  |  | x |  | x | x | x | x | x | x | x | x |
| 2.a. Students will be able to demonstrate conscious use of professional language both verbally and in writing. | x | x |  | x | x | x | x | x | x | x | x | x | x |
| 2.b. Students will be able to communicate their clinical reasoning when presenting clinical cases to an interprofessional health care team. | x | x |  | x | x | x | x | x | x | x | x | x | x |
| 3.a. Students will be able to locate, quantitative and qualitative research papers to guide clinical decision-making.  |  | x | x |  |  | x | x | x | x | x | x | x | x |
| 3.b. Students will be able to appraise scientific literature to develop their capstone doctoral project.  |  | x | x |  |  | x | x | x | x | x | x | x | x |
| 3.c. Students will be able to synthesize scientific literature to develop their capstone doctoral project.  |  | x | x |  |  | x | x | x | x | x | x | x | x |
| 4.a. Students will be able to evaluate an individual’s occupational needs, performance skills, performance patterns, context(s), environments, and client factors using evidence-based outcome measures. |  | x | x | x |  | x | x | x | x | x | x | x | x |
| 4.b. Students will be able to design a client-centered well-reasoned intervention plan to promote areas of weakness. |  | x | x | x |  | x | x | x | x | x | x | x | x |
| 5.a. Students will be able to apply safe and ethical care focusing on promotion, compensation, adaptation, and prevention to individuals, groups or communities. |  | x | x | x |  | x | x | x | x | x | x | x | x |
| 5.b. Students will be able to report client’s progress over the course of intervention using professional documentation in accordance with reimbursement systems. |  | x | x | x |  | x | x | x | x | x | x | x | x |
| 5.c. Students will be able to develop a client-centered plan for discharge in collaboration with interprofessional team by reviewing the needs of the client and significant others; available resources; and discharge environment. |  | x | x | x |  | x | x | x | x | x | x | x | x |
| 6.a. Students will be able to appraise individuals, communities, and population health needs and access to resources. | x |  |  | x | x | x | x | x | x | x | x | x | x |
| 6.b. Students will be able to develop health and wellness programs to mitigate identified needs at an individual, group, and community levels. | x |  |  | x | x | x | x | x | x | x | x | x | x |
| 7.a. Students will be able to examine health disparities or social injustices impacting individuals, groups, and communities. |  |  |  | x | x |  | x | x | x | x | x | x | x |
| 7.b. Students will be able to propose programmatic changes to a selected organization, or agency about a social or policy issue. |  |  |  | x | x |  | x | x | x | x | x | x | x |

Curriculum Map Example

|  |  |
| --- | --- |
|  LEARNING OBJECTIVES/OUTCOMES | REQUIRED COURSES/EXPERIENCES |
| 101 | 102 | 201 | 220 | 250 | 301 | 302 | 303 |
| Students will be able to choose relevant theories and research for examining a specific psychological issue |  |  |  |  |  | X | X | X |
| Students will be able to demonstrate using theories and research to make informed recommendations pertaining to psychology-related issues |  |  |  |  | X | X |  |  |
| Students will be able to employ the scientific method for analyzing a psychology-related research question | X | X | X |  |  |  |  |  |

1. Some of the content on this form is based on material from the University of Connecticut and University of Massachusetts (Amherst) learning assessment websites. [↑](#footnote-ref-1)
2. Table adapted from the OAPA handbook program based assessment and review, University of Massachusetts (Amherst). Retrieved Nov. 8, 2013 from http://www.umass.edu/oapa/oapa/publications/online\_handbooks/program\_based.pdf [↑](#footnote-ref-2)
3. Table taken from Brandeis University’s Assessment website. Retrieved November 8, 2013 from http://www.brandeis.edu/assessment/learning\_goals/Learning\_outcomes\_worksheet.pdf [↑](#footnote-ref-3)
4. Table adapted from Curriculum Mapping Template from Lehman College Office of Assessment and Planning. Retrieved Nov. 7., 2013 from http://www.lehman.edu/research/assessment/templates.php [↑](#footnote-ref-4)