

Occupational Therapy

Question 1

List the [learning resources and services](#), specific to your department or school's instructional mission that support student learning and effective teaching ([click here for definitions and examples](#)). Explain how these resources and support services enhance student learning and strengthen teaching effectiveness. Weaknesses in resources and services and barriers to their effective use should also be addressed.

Response:

Viewing 2 items.

Item 1

Resource/Service:

Space: The occupational therapy department has the following space allocations:

- Instructional (classrooms/labs) = 3083 sq ft
- Office space = 2046 sq ft
- Research space = 1225 sq ft

Instructional classrooms and labs include Enderis 909, 915, 916, 925 and 135A and are currently adequate with careful scheduling. With the creation of the Rehabilitation Research Design and Disability Center housed in Enderis 135, the occupational therapy program lost over 1100 feet of instructional space.

Services: The College of Health Sciences Office of Student Affairs has an advisor who is dedicated 30% to advising pre-professional occupational therapy students.

Library: : Since 1997, as our MS in OT program commenced, the undergraduate student access to resources has improved. A sound working relationship has been established with the Acquisitions Manager at the Golda Meir Library (James Tobin). We met several times to evaluate the needs for additional holdings to support the program. Additionally, an Information Science graduate student with an occupational therapy background performed an exhaustive analysis of the needs for serials to support the undergraduate and graduate programs and the growing research areas among the faculty. Critical subscriptions were either added or acquired via campus e-subscription packages (e.g. through Proquest.). Faculty use electronic reserve for most courses.

Off-campus facilities: The occupational therapy department uses off-campus facilities for fieldwork education. Level I fieldwork consists of approximately 80 hrs/student and is required during the academic curriculum; Level II fieldwork is completed at the end of the didactic coursework and requires students to spend 980 hours (approximately 6 months) in typically two fieldwork settings. The department maintains contracts with over 450 different facilities to provide Level I and Level II

fieldwork. Coordinating fieldwork involves site development, student and site matching, scheduling, fieldwork instructor training, student and fieldwork instructor counseling, rescheduling, and quality assurance of the program.

Scholarships: The occupational therapy department has six scholarship programs exclusively for students in the undergraduate programs valued at a total of \$6000 in 2003.

Enhancement of Student Learning:

Technology: The instructional classrooms and labs on the 9th floor of Enderis Hall are equipped to teach courses in pediatrics, school-based practice, rehabilitation, mental health practice, hand rehabilitation, and activities of daily living and are adequately resourced with evaluation and intervention supplies. Enderis 977 houses a computer station that is capable of developing multimedia software and website information for teaching purposes. The equipment primarily consists of a computer with multiple multimedia authoring tools, digital video production, scanning, and CD burning capabilities. Enderis 135A, the Assistive Technology Lab, is the location of a sample of low and high tech devices intended to represent the wide range of some of the 20,000 plus assistive technology devices that have been cataloged and that therapists, educators, and others will use and encounter in practice. Several courses are supported by Blackboard or D2L.

Weaknesses/Barriers:

Item 2

Resource/Service:

Enhancement of Student Learning:

Weaknesses/Barriers:

Loss of instructional space to support research (Enderis 135).

SOURCE: Occupational Therapy (USER ID: 28), CHAIRS, QUESTION 1 (QUESTION ID: chairs_01_a_01, TEAMS: 3)

Question 2

The deans have been asked to provide copies of [student learning outcomes and assessment plans](#) for unreporting to them. Could you comment on [how these plans are used in decision-making](#) within your

department or unit? Highlight student learning outcomes and achievements for your department's program(s) and identify assessment tools.

Response:

Evaluations of the programs and its graduates are available through a number of sources. The Program Evaluation Committee conducts annual one-year and five-year alumni evaluations via mailed surveys and biennial survey of employers. The UWM Career Development Center Employment Surveys are carefully reviewed by the Program Evaluation Committee. Focus groups with fieldwork supervisors are held regularly at the annual Fieldwork Supervisors Symposium. Undergraduate students completing fieldwork provide evaluations of academic preparation following each fieldwork assignment. The Curriculum Committees of each degree program hold annual meetings to review courses and plan changes. Pass rates of graduates on national certification exams are at or above national averages. Attrition is at less than 5% annually. UWM Career Development Center Employment Survey data shows that occupational therapy program graduates report the following: 1999 93.1% employed; 2000 96% employed, 2001 95% employed.

SOURCE: Occupational Therapy (USER ID: 28), CHAIRS, QUESTION 2 (QUESTION ID: chairs_02_a_01, TEAMS: 2,3)

Question 3

Describe and comment on the effects of any [senior-level assessment tools](#) indicative of [accomplishment in the major](#) (i.e., research/capstone experience, comprehensive exams, portfolios, surveys, etc.)

Response:

The Program Evaluation Committee conducts annual one-year and five-year alumni evaluations via mailed surveys and biennial survey of employers. Of the 84 students admitted to the MS in OT degree program since 1996, 49 have completed the program via a master thesis or project, 32 are still enrolled and 3 have withdrawn.

SOURCE: Occupational Therapy (USER ID: 28), CHAIRS, QUESTION 3 (QUESTION ID: chairs_03_a_01, TEAMS: 3,4)

Question 4

Provide a narrative (with supporting tracking data where available) that addresses lifelong learning goal and outcomes for your academic programs, addressing the following points:

- A. [Preparation for and successful matriculation into graduate school or professional training programs](#)

- B. Successful attainment of jobs in the major
- C. Preparation for independent learning; mastery of knowledge and skills for lifelong learning
- D. Preparation for responsible citizenship/social responsibility (See 4biv and 4cvii)
- E. Provide information on the extent to which learning goals in your program address the diverse local-global societies of the 21st century
- F. Service to the community/society.

Response:

A. Approximately 25% of our BS in OT degree program graduates enter the MS in OT degree program.

B. UWM Career Development Center Employment Survey data shows that occupational therapy program graduates report the following: 1999 93.1% employed; 2000 96% employed, 2001 95% employed.

E. All students are encouraged to take a College of Health Sciences (CHS) course on cultural diversity. A module on cultural competence has been added to a required course on group process. The program has a Cultural Diversity Task Force which addresses recruitment of minority students with the CHS Health Careers Opportunity Program and other related topics. Two occupational therapy students participated in the Ronald E. McNair Summer Research Internship Program with OT faculty in 1996 and 1997. Since 1998 occupational therapy students have participated in the UWM Diverse Urban Interdisciplinary Teams program designed to prepare underrepresented personnel and jointly offered with Communications Sciences and Disorders and Early Childhood Special Education.

F. Service Learning is a requirement in the Introduction to Occupational Therapy course (about 90 students/year).

SOURCE: Occupational Therapy (USER ID: 28), CHAIRS, QUESTION 4 (QUESTION ID: chairs_04_a_01, TEAMS: 3,4,5)

Question 5

How does your department or school use course evaluations to [improve student learning](#)?

Response:

Annual meeting to review changes in courses based on student input (course evaluations) and instructor assessment. Reviewed in annual salary adjustment exercise.

SOURCE: Occupational Therapy (USER ID: 28), CHAIRS, QUESTION 5 (QUESTION ID: chairs_05_a_01, TEAMS: 3)

Question 6

How does hiring, promotion, and merit criteria in your school or college support student learning and effective teaching. (Include consideration of faculty and academic staff.)

Response:

Salary adjustment is based 40% on effective teaching; a faculty member and IAS member will not be promoted (nor hired for that matter) who is not a good teacher. Faculty/IAS are rewarded with merit who participate in campus or system professional development activities around teaching. Guidelines are clearly established for faculty.

SOURCE: Occupational Therapy (USER ID: 28), CHAIRS, QUESTION 6 (QUESTION ID: chairs_06_a_01, TEAMS: 3)

How does hiring, promotion, and merit criteria in your school or college support the acquisition, discovery, and application of knowledge. (Include consideration of faculty and academic staff.)

Response:

Salary adjustment is based 40% scholarship; a faculty member will not be promoted (nor hired for that matter) who has not established a record of independent research and scholarship. Guidelines are clearly established for faculty.

SOURCE: Occupational Therapy (USER ID: 28), CHAIRS, QUESTION 6 (QUESTION ID: chairs_06_b_01, TEAMS: 4)

How does hiring, promotion, and merit criteria in your school or college support engagement and service? (Include consideration of faculty and academic staff.)

Response:

Salary adjustment is based 20% on engagement and service; a faculty member and IAS member will not be promoted (nor hired for that matter) who is not a good department, college or university citizen or is not involved in the community in some way. Guidelines are clearly established for faculty.

SOURCE: Occupational Therapy (USER ID: 28), CHAIRS, QUESTION 6 (QUESTION ID: chairs_06_c_01, TEAMS: 5)

Question 7

What are the three most meaningful measures of scholarly productivity for your department or school?

Response:

1.
grants
2.
peer reviewed publications
3.
other work (writing, presentations, etc.) that contribute to the advancement of knowledge in the profession and related disciplines

SOURCE: Occupational Therapy (USER ID: 28), CHAIRS, QUESTION 7 (QUESTION ID: chairs_07_a_01, TEAMS: 4)

Question 8

Please provide a comprehensive summary of your department's scholarly productivity and engagement related activity for the past calendar three years.

Response:

Number of Faculty (3-year average, 2001-2003): 9.5
 Total Number of Faculty for Science research area: 221.80
 Total Number of Faculty for This School/College: 39.80
 Total Number of Faculty for All Schools/Colleges: 760.89
 Total Number of Departments Reporting: 48

	Unit	School/College	University-wide (All Departments)		
	Average Per Faculty Member (Science Research Area	Average Per Faculty Member)	Average Per Faculty Member	Average Per Faculty Member	Chairs Average
2001-2003	Average	Summed	Per	Chairs	Per
Scholarly Productivity & Engagement Summary	Per Faculty Member)	Total	Faculty Member	Summed Total	Faculty Member
Measures of Faculty Scholarly Activity					
Books Published					

Scholarly Books	0	Not Available ² (0.05)	0	Not Available ²	109	Not Available ²	2.27
Textbooks	0	Not Available ² (0.03)	0	Not Available ²	80	Not Available ²	1.67
Edited Books	1	0.11 (0.07)	1	0.03	111	0.15	2.31
Chapters, Articles, Essays within a Published Monograph	9	0.95 (0.77)	13	0.33	686	0.90	14.29
Journal Articles							
Refereed	14	1.47 (4.65)	56	1.41	2242	2.95	46.71
Non-refereed	19	2.00 (0.60)	25	0.63	558	0.73	11.63
Creative Expression							
One-person shows	0	Not Available ² (0.08)	3	0.08	120	0.16	2.50
Museum collections	0	Not Available ² (0.03)	0	Not Available ²	46	Not Available ²	0.96
Recordings	0	Not Available ² (0.01)	0	Not Available ²	17	Not Available ²	0.35
Guest appearances/performances	0	Not Available ² (0.05)	3	0.08	324	0.43	6.75
Juried presentations	0	Not Available ² (Not Available ²)	0	Not Available ²	202	Not Available ²	4.21
Other	0	Not Available ² (0.02)	2	0.05	1150	1.51	23.96
Creative Expression Total	0	Not Available ² (Not Calculated ¹)	8	Not Available ²	Not Calculated ₁	Not Calculated ₁	Not Calculated ₁

Presentations of Scholarly Work

National/international conference	41	4.32 (4.68)	140	3.52	2974	3.91	61.96
Local/regional conference	6	0.63 (1.40)	41	1.03	1052	1.38	21.92
Invited lecture/address	33	3.47 (2.59)	57	1.43	1355	1.78	28.23
Conference/session organizer	2	0.21 (0.48)	21	0.53	440	0.58	9.17
Professional Service							
Journal editor	3	0.32 (0.21)	6	0.15	142	0.19	2.96
Journal editor board member	9	0.95 (0.45)	32	0.80	535	0.70	11.15
Guest editor for special journal issue	0	Not Available ² (0.06)	3	0.08	83	0.11	1.73
National panel - grant/contract referee	2	0.21 (1.77)	11	0.28	564	0.74	11.75
National/State/Local offices	10	1.05 (0.43)	28	0.70	268	0.35	5.58
National/State/Local committee assignments	15	1.58 (1.12)	45	1.13	677	0.89	14.10
Consultant	0	Not Available ² (0.69)	21	0.53	553	0.73	11.52

SOURCE: Occupational Therapy (USER ID: 28), CHAIRS, QUESTION 8 (QUESTION ID: chairs_08_a_01, TEAMS: 4)

	Unit	School/College	University-wide (All Departments)				
	Average Per Faculty Member (Science Research Area		Average Per Faculty Member	Average Per Faculty Member	Average Per Faculty Member	Average Per Faculty Member	Average Per Faculty Member
2001-2003 Scholarly Productivity & Engagement Summary	Summed Total	Summed Total	Summed Total	Summed Total	Summed Total	Summed Total	Summed Total
	Per Faculty	Total	Per Faculty	Per Faculty	Per Faculty	Per Faculty	Per Faculty

		Research Area Average Per Faculty Member)					
Innovations, patents, etc.	2	0.21 (0.19)	4	0.10	50	0.07	1.04

¹ University wide averages not calculated because responses were concentrated in one school, Peck School of the Arts.

² Insufficient data to calculate result.

SOURCE: Occupational Therapy (USER ID: 28), CHAIRS, QUESTION 8 (QUESTION ID: chairs_08_a_03, TEAMS: 4)

Please list faculty members' [ongoing involvement in community program/partnerships](#).

Response:

Board of Directors of Mental Health Association of Milwaukee; Transitional Living Services, Inc.; American Occupational Therapy Association.
Co-Director of one division of the Healthy Choices Initiative (TMI).
Service in several organizations with services for those with low-vision/visual impairment.

SOURCE: Occupational Therapy (USER ID: 28), CHAIRS, QUESTION 8 (QUESTION ID: chairs_08_b_01, TEAMS: 5)

[Provide a narrative](#) that discusses the meaning of the quantitative data in terms of disciplinary expectations. Narratives may also address the quality of the research environment/infrastructure, including impediments to research/creative activity.

Response:

Faculty and IAS are expected to be active in professional societies/associations that reflect their research and instructional interests. Serving on local, state, national, and international committees, boards, and holding office and other leadership roles is an expectation.

SOURCE: Occupational Therapy (USER ID: 28), CHAIRS, QUESTION 8 (QUESTION ID: chairs_08_c_01, TEAMS: 4,5)

Question 9

Identify undergraduate and graduate courses offered by your department or school that involve students in [research/creative activity](#).

Response:

Viewing 3 items.

Item 1

Course Number & Title:

OccThpy 890 Master's Project

Learning Outcomes:

one paper, three state presentations

Item 2

Course Number & Title:

OccThpy 990 Research and Thesis

Learning Outcomes:

11 papers,
34 presentations

Item 3

Course Number & Title:

OccThpy 790 Design Project

Learning Outcomes:

14 projects

SOURCE: Occupational Therapy (USER ID: 28), CHAIRS, QUESTION 9 (QUESTION ID: chairs_09_a_01, TEAMS: 4)

Question 10

List other experiences or examples that indicate the [extent and depth of undergraduate research](#) at UWM (i.e., specific support from extramural sources, Honors activities, community research sites, etc.)

Response:

Undergraduate students are regularly hired as student hourly employees on extramurally funded research projects; this exposes students to various aspects of the research process and provides an opportunity for them to consider graduate level education as they typically work along side graduate assistants on these same projects.

SOURCE: Occupational Therapy (USER ID: 28), CHAIRS, QUESTION 10 (QUESTION ID: chairs_10_a_01, TEAMS: 4)

Question 11

List other experiences or examples that indicate [the extent and depth of graduate student research](#) at UWM (i.e., specific support from extramural sources, conference travel, research assistantships, publications with faculty, etc.).

Response:

In addition to the 2-3 Graduate Assistantships supported by the College, the department has regularly supported 2-3 additional graduate students as research assistants with extramural funds. Many of the publications and presentations cited in Question 9 include faculty as co-authors.

SOURCE: Occupational Therapy (USER ID: 28), CHAIRS, QUESTION 11 (QUESTION ID: chairs_11_a_01, TEAMS: 4)

Question 12

Please comment in the space provided on the [linkages](#) between the academic programs your department offers at the **undergraduate level** and faculty members' research expertise. (i.e., faculty members teach their research specialties, faculty members contribute to educational tools in the field, etc.).

Response:

Students in the BS degree program who are considering graduate education are encouraged to take an elective course, OccThpy 541, in which all faculty provide instruction about their research areas and opportunities for brief interactions in their research laboratories.

SOURCE: Occupational Therapy (USER ID: 28), CHAIRS, QUESTION 12 (QUESTION ID:

chairs_12_a_01, TEAMS: 4)

Question 13

Please comment in the space provided on the [linkages](#) between the academic programs your department offers at the **graduate level** and faculty members' research expertise. (i.e., faculty members teach their research specialties, faculty members contribute to educational tools in the field, etc.).

Response:

Faculty members teach elective courses in their speciality areas and supervise master's projects and theses in these areas.

SOURCE: Occupational Therapy (USER ID: 28), CHAIRS, QUESTION 13 (QUESTION ID: chairs_13_a_01, TEAMS: 4)

Question 14

What are the greatest accomplishments of your department or school's **undergraduates, graduate students, and alumni** since 1995 (the year of UWM's last accreditation)? (Provide up to 5 examples; add explanatory details as needed.)

Undergraduate Accomplishment

Response:

1.
UWM GOLD Awardee - Hector Colon
2.
UWM GOLD Awardee - Heidi Evans
- 3.
- 4.
- 5.

Graduate Student Accomplishment

Response:

1.
Enrollment in doctoral program - two students
- 2.
- 3.
- 4.
- 5.

Alumni Accomplishment

Response:

1.

Jennifer Sauer Stamm - development of occupational therapy services at Therapeutic Equestrian Center

2.

3.

4.

5.

SOURCE: Occupational Therapy (USER ID: 28), CHAIRS, QUESTION 14 (QUESTION ID: chairs_14_a_01, TEAMS: 4)

Question 15

Identify **co-curricular activities** offered in your department or school.

Response:

Viewing 6 items.

Item 1

Co-curriculum Activity:

Field placements/internships

Details:

Required in five courses in occupational therapy and two courses in therapeutic recreation program

Item 2

Co-curriculum Activity:

Service learning

Details:

Required in Introduction to Occupational Therapy course

Item 3

Co-curriculum Activity:

Study abroad

Details:

Optional study abroad program offered in Mexico in UWinterim, 2004 (7 students participated)

Item 4

Co-curriculum Activity:

Professional societies

Details:

Pi Theta Epsilon honor society in Occupational Therapy Program

Item 5

Co-curriculum Activity:

Other ...

Clubs

Details:

Student clubs for majors in occupational therapy and therapeutic recreation.

Item 6

Co-curriculum Activity:

Continuing education

Details:

Continuing education opportunities offered to students at a discounted rate via CHS Office of Outreach

SOURCE: Occupational Therapy (USER ID: 28), CHAIRS, QUESTION 15 (QUESTION ID: chairs_15_a_01, TEAMS: 4,5)

Question 16

Has your Department or Center conducted surveys, focus groups, or needs assessments with any of the following groups during the past five years to address needs and/or inform your planning activities, curriculum, scholarship, and engagement?

- | | | |
|---------------------------|--------------------------------------|--------------------------|
| Students | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| Alumni | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| Professional groups | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| Community leaders/members | <input checked="" type="radio"/> Yes | <input type="radio"/> No |

*Target groups may include schools, agencies, community/professional associations, businesses, community/corporate leaders, practitioners, neighborhood/community centers and associations, clinics, hospitals, etc.

Where yes, please provide existing reports on these activities or a summary and identify how these assessments have affected your planning processes.

Response:

All groups were surveyed or participated in focus groups during preparation for the 2003 accreditation review for the BS in occupational therapy degree program. Available in the Provost's Office.

SOURCE: Occupational Therapy (USER ID: 28), CHAIRS, QUESTION 16 (QUESTION ID: chairs_16_a_01, TEAMS: 2,3,4,5)

Question 17

Does your Department or Center provide programs/opportunities that meet or contribute to the continuing education needs of community professionals (including but not limited to achieving or maintaining licensure)? Yes No

If yes, please describe these activities, identifying needs met/unmet, level of interest in the programs, or any assessments that have been made of these programs.

Response:

Via the CHS Office for Outreach and Continuing Education.

SOURCE: Occupational Therapy (USER ID: 28), CHAIRS, QUESTION 17 (QUESTION ID: chairs_17_a_01, TEAMS: 4,5)

Question 18

Please describe any plans for [maintaining/expanding engagement activities](#) in your department, including successful implementation strategies and any obstacles to past, present, and future engagement efforts and any strategies you are developing to address these barriers.

Response:

Ongoing development of fieldwork education sites. Ongoing pursuit of extramural funding which almost always involves community collaborations.

SOURCE: Occupational Therapy (USER ID: 28), CHAIRS, QUESTION 18 (QUESTION ID: chairs_18_a_01, TEAMS: 5)

Question 19

Does your Department or Center have programs, research collaborations, or activities that involve advisory committees that include external constituencies? (See: [2dvi](#), [4](#), [4civ](#), and [5](#)) Yes No

If yes, please list and describe the activities and the impact of advisory committees.

Response:

(No response)

SOURCE: Occupational Therapy (USER ID: 28), CHAIRS, QUESTION 19 (QUESTION ID: chairs_19_a_01, TEAMS: 5)

COMMENTS

Much of the material requested in this survey is available in the following three documents prepared this year: Accreditation report for the BS in OT degree program, APCC report of the BS in OT degree program, GFC and UW System Joint review report on the MS in OT degree program. All are available in the Provost's Office.

SOURCE: Occupational Therapy (USER ID: 28), CHAIRS, COMMENTS (QUESTION ID: chairs_comments_a_01, TEAMS: 1,2,3,4,5)

CONTACTS

Carol Haertlein

SOURCE: Occupational Therapy (USER ID: 28), CHAIRS, CONTACTS (QUESTION ID: chairs_contacts_a_01, TEAMS: 1,2,3,4,5)