

**Sacred Heart University**  
**COLLEGE OF HEALTH PROFESSIONS ASSESSMENT PLAN**

**Developed spring, 2016**

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## ASSESSMENT PLAN

The assessment plan was developed to assess the College of Health Professions (CHP) student learning outcomes (SLOs). The SLOs were developed by CHP Dean and then revised by the Dean's Administrative Council, and the CHP Academic Affairs Committee. They were approved by the CHP faculty in spring 2015. The student learning outcomes were developed based on the CHP mission statement and core values. The mission statement, core values, and student learning outcomes are included below.

### CHP Mission Statement

The CHP seeks to foster the development of women and men who demonstrate intellectual and professional integrity, who value compassionate service to others, and who take leading roles in communities governed by spiritual and moral values. As a professional college within a Catholic university rooted in the liberal arts tradition, the CHP is committed to providing an education built upon a deep respect for the dignity of the human person and a recognition of the responsibility of each individual to contribute to the building of a more just society. Specifically, the college strives to teach the skills necessary for developing ethical responses to a world filled with discoveries, technological advancements and social change. The college provides opportunities for students to gain knowledge, experience, skills, and values necessary to begin a first career, to advance in an existing career, and to prepare for new career challenges in response to the changing needs of society. The College seeks and collaborates with local, regional, and global partners in the community to ensure that students benefit from an integration of academic and clinical experiences. These collaborations also enrich the healthcare endeavors of these communities and instill an ethic of community service among our students. The college is committed to professional and academic excellence and measures this by the quality of its faculty, programs, resources, and student achievements.

### CHP Core Values

- Active and Engaged Learning
- Pursuit of Wisdom
- Innovation
- Integrity
- Leadership
- Diversity
- Service to Others
- Spiritual and Personal Growth
- Collaboration
- Professionalism
- Responsiveness

### CHP Student Learning Outcomes

1. Apply ethical principles in approaches to learning, research, and practice
2. Apply critical thinking and problem solving
3. Engage in evidence-based practice through the use of relevant information technology, and analysis of professional literature
4. Demonstrate knowledge, skills, attitudes, and values or professional behaviors that will lead to success in future healthcare practice
5. Communicate and collaborate effectively with individuals of all backgrounds, beliefs and values
6. Apply a holistic perspective to patients/clients and health

7. Demonstrate readiness for inter-professional collaboration for the benefit of individuals and society.

### Assessment Standards

Four assessment standards<sup>1</sup> guided the assessment planning process and will guide the implementation of the assessment plan. These standards are listed below.

- Utility: the evaluation will serve the information needs of intended users.
- Feasibility: the evaluation will be realistic, prudent, diplomatic and frugal.
- Propriety: the evaluation will be conducted legally, ethically and with due regard for the welfare of those involved in the evaluation, as well as those affected by its results.
- Accuracy: the evaluation will reveal and convey technically adequate information about the features that determine worth or merit of the program being evaluated.

### Process to Develop the College of Health Professions Assessment Plan

After reviewing several assessment planning models and strategies, the CHP Assessment Committee decided to follow the planning model recommended by Gratz College at Drexel University's 2015 Assessment Conference. This model was chosen for its comprehensive and clear framework. The Gratz College assessment steps have been adapted slightly to fit our needs. These adapted steps are listed below. The tasks completed as a part of each step are described in detail in the remaining sections of this document.

Step 1: Create College Student Learning Outcomes

Step 2: Create an Assessment Team

Step 3: Create a Curriculum Map

Step 4: Create Rubrics

Step 5: Select Direct Measures of Assessment

Step 6: Create Perpetual Assessment Calendar

Step 7: Assess and Report

Step 8: Close the Loop

### Creating College Student Learning Outcomes

In spring 2015, the CHO Dean, Pat Walker, drafted a set of college-wide student learning outcomes (SLOs). The SLOs were then reviewed and revised by the CHP Dean's Council. The CHP Academic Affairs committee then further revised and presented proposed the college-wide SLOs at the end-of-the-year faculty meeting. The faculty voted to approve the SLOs (included at the beginning of this document).

### Creating an Assessment Team

In fall 2015 Dean Walker put together a CHP Assessment Committee including representation across departments and programs. CHP Assessment Committee members include: Jody Bortone (Occupational Therapy), Steve Burrows (Health Science & Leadership), Robin Danzak (Speech Language Pathology), Bev Fein (Physical Therapy), Anna Greer (Exercise Science), Christina Gunther (Global Health Programs), and Gail Samdperil (Athletic Training). Dr. Anna Greer chairs the committee. During the development of the assessment plan, the committee met every other week and maintained working documents using e-mail and Google Drive.

## Creating a Curriculum Map

In fall 2016 all CHP programs were asked to complete a curriculum mapping exercise to determine if the CHP learning outcomes are embedded in current course offerings. Specifically, Program Directors were asked to work with their faculty members to identify where each SLO is emphasized (rather than introduced or reinforced) within their course offerings. Appendix A includes the curriculum maps by CHP program. The Curriculum Map template included the following categories of requested information:

COLUMN A: College-wide SLOs already entered for your reference

COLUMN B: Your Program Name (If you have more than one program, e.g. an undergrad and a graduate program, you will need to complete a curriculum map for each program)

COLUMN C: Program Outcomes. Each program should have a short list of expected outcomes for graduates – ideally less than 10 outcomes. In this column, please document your program outcomes that relate to the College SLOs. You do not have to have a Program Outcome for every College SLO – and you may have more than one Program Outcome for a given College SLO.

COLUMN D: In this column you will list courses and co-curricular activities that you and your faculty believe emphasize development toward the College SLO. For each course that emphasizes the content, provide Course number and Course name. Each course should be listed on a separate line in the grid. In this category, you can also list any non-academic activities that may help students meet the student learning outcomes chosen by the CHP. These may include extracurricular activities, club events, community experiences, service experiences not connected to a course.

COLUMN E: provide the text of course objectives in the course that strongly align with the College SLO (again, focus on only those that emphasize the content).

COLUMN F: Describe the learning activities that occur in this course that would help the student meet this particular SLO. Examples of learning activities include the following: Small or large group discussion  
Laboratory activities to practice skills, Lecture, Observation or demonstration, and more

COLUMN G: Describe how students are assessed to ensure that the SLO has been achieved. Examples of assessment strategies include: Online exam, Written exam, Clinical demonstration of skills, and more

COLUMN H: Respond “Yes” if the course or activity is required of all students in the program and thus all students have the opportunity to develop the described knowledge, skills and attitudes. Respond “no” if only a select group of students participate.

COLUMN I: If the course or activity is NOT REQUIRED of all students, please estimate the percentage of students in your program who participate in the activity or course and who will thus benefit from the experience.

The completed CHP Curriculum Maps are included in Appendix A and organized by program in alphabetical order.

## Creating CHP Rubrics

In fall and spring 2016, the CHP Assessment Committee worked to develop rubrics that could be applied broadly across CHP programs to examine the extent to which the CHP SLOs are being achieved. The rubrics are included in Appendix B. To develop rubrics, the Assessment Committee members were grouped into pairs. Each pair was assigned two SLOs and charged with developing a first draft of the rubrics for those SLOs. All teams were instructed to use the Association of American Colleges and Universities (AAC&U) Valid Assessment of Learning in Undergraduate Education (VALUE) Rubrics<sup>2</sup> as a starting point for CHP rubric development. To develop the rubrics, each pair first had to clearly define the learning outcome assigned to them. They then had to identify a maximum of five criteria, or characteristics, of learning for their assigned learning outcomes and outline levels of achievement (1-4) for each of the criteria selected. A score of four was identified as the benchmark for graduate students, and a three was identified as the benchmark for undergraduate students for each criteria. In some cases (e.g., professional behavior), both undergraduate and graduate students are expected to achieve a score of four.

While the AAC&U VALUE Rubrics were the main resource relied upon for this exercise, many additional resources were reviewed and incorporated (see citations on developed CHP Rubrics). Once a draft of each rubric was developed, the assessment committee worked together as a group to review each line of text included in the proposed rubrics and revising and editing as determined necessary. The final CHP Rubrics are included in Appendix B and organized in the order of the SLOs. Only the Ethical Reasoning Rubric was taken directly from the AAC&U website. All others were revised significantly or developed from scratch.

### Select Direct Measures of Assessment

Because the Assessment Committee membership included representation from all CHP programs, representatives from each program were asked to select artifacts (e.g., written assignments, clinical evaluations, etc.) from their program curriculum using the curriculum maps already developed. The chosen artifacts will serve as direct measures of assessment for the criteria included in each rubric. When possible, committee members were encouraged to choose artifacts that could be used to assess more than one criteria within a rubric to minimize the burden of artifact collection during the assessment process. A master document linking the SLOs, Rubric Criteria, and Artifacts for each program was created (see Appendix C).

For all written artifacts (e.g., student papers), the assessment committee will collect the written papers and the assignment instructions (Instructors written comments will not be included to minimize evaluator bias). For all non-written artifacts (e.g., site evaluations), the assessment committee will obtain the written grade evaluations from contracted site instructors.

### Creating a Perpetual Assessment Calendar

The perpetual assessment calendar is listed below. The assessment calendar is a four-year cycle. The first year of the cycle, only one learning outcome will be assessed. For all following years, two learning outcomes will be assessed per year.

#### Four Year Assessment Cycle

Year One: CHP SLO #1 (Ethics)

Year Two: CHP SLO #s 2 (Critical Thinking) & 3 (Evidence-Based Practice)

Year Three: CHP SLO #s 4 (Professional Behaviors) & 5 (Communicate/Collaborative Effectively)

Year Four: CHP SLO #s 6 (Holistic Perspective) & 7 (Interprofessional Collaboration)

### Assessing and Reporting

The assessment and reporting process is described below. A checklist for the tasks described below is included in Appendix D.

### Assessment Preparations

During the pre-fall period of each academic year, the Assessment Chair will contact the CHP Program Directors to ensure that the chosen artifacts for the SLOs being assessed that year are still relevant. Once artifacts are confirmed, Program Directors will be asked to speak to their instructors to ensure the instructors save the assignment instructions for the artifact, all copies of the submitted artifact, and all of the grading notes/rubrics for the artifacts once they are graded. The Assessment Chair will then create an assessment calendar for that academic year using the yearly assessment template in Appendix E.

## Artifact Selection

Each member of the assessment team used their program's curriculum map to select artifacts that could be assessed using the rubrics developed. As mentioned previously, Appendix C includes the table outlining the artifacts chosen for assessment by each program.

Each Assessment Team Pair will use the assessment calendar to identify the timing for contacting the instructor for the artifacts they will need to collect. The assessment team pair will also use the SHU reports website to obtain the class rosters of all sections of the course from which the artifacts will be collected. The roster will be used to randomly select either five students or 10% of the students enrolled in the course (all sections), whatever number of students is greater. The artifacts completed by those randomly selected students will be included in the assessment. In addition the course instructor will be asked to identify and submit the highest and lowest graded artifacts for assessment by the team.

## Assessing Artifacts

Each member of the Assessment Team Pair will evaluate the selected artifacts on their own using the appropriate rubric for the SLO(s) being assessed. Once evaluated, the team will come together to reconcile any differences in scores assigned. The team will create one set of scored rubrics per SLO (Appendix B), one score sheet (Appendix F) per SLO, and one document outlining strengths and opportunities (Appendix F) per SLO. The pair will present their findings to the full assessment team and revise as needed before dissemination to the program reviewed. The Assessment Team Pair will then send an electronic copy of these documents to the Director of the program for which the SLOs were assessed. They will also work with the Program Director to schedule a time to present their findings at a program faculty meeting. The assessment team pair will then follow through and present the findings to the program at a faculty meeting.

## Closing the Loop

The programs involved in the assessment process will use a standard Assessment Response form (Appendix G) to provide their response to the assessment results. The form requires programs to outline strategies that will be used to address the opportunities identified by the assessment team. The form also requires the program to indicate a timeline, and faculty responsible for each strategy. Finally, there is an "update" column where Program Directors can provide notes on strategy implementation as the identified strategies are implemented. The Program will be instructed that they should work together as a faculty to complete the Assessment Response form. The Assessment Response form must be submitted to the Assessment Chair within 30 days of the Assessment Team Pair's meeting with the Program (with blank update column). The form will be re-submitted by the Program Director to the Assessment Chair with the "update" column filled in one calendar year after the initial Assessment Response is submitted. The Assessment Chair will send prompts to the Program Director to obtain these forms on time.

The Assessment Chair will write an Annual CHP Assessment Report which will include both the assessment findings from that academic year as well as the updates for how programs have closed the loop based on the updates provided in the Assessment Response form.

## Data Storage and Sharing

All data will be stored electronically using Google Drive. Google Drive was chosen as it is free and available for use by all SHU faculty as well as persons external to SHU. Should an external consultant ever be advised, it will be easy to share the necessary information using Google Drive.



## REFERENCES

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7. UMASS Medical School. UMASS Guidelines for Professional Behavior.
8. Rhodes T. Assessing outcomes and improving achievement: Tips and tools for using rubrics. Washington: DC: Association of American Colleges and Universities; 2010.
9. Interprofessional Education Collaborative Expert Panel. Core competencies for interprofessional collaborative practice: Report of an expert panel. Washington, DC Interprofessional Education Collaborative; 2011.

## APPENDICES

### Appendix A: Curriculum Maps by Program (in alphabetical order)

## Athletic Training Curriculum Map

A	B	C	D	E	F	G	H	I
College-wide SLOs	Pro-gram	Program outcomes (aligned w/CHP SLOs)	Course number and name	Course objectives (aligned w/CHP SLOs)	Learning strategies	Methods for measuring outcomes	Required? (Y/N)	% Stud-ents
Apply ethical principles in approaches to learning, research and practice	AT	Analyze evidence-based practice to formulate clinical decision making while recognizing the value of research and scholarship	AT 310	Apply ethical principles and professional behaviors to patient care	Group Discussion  Group Casework	GRAND ROUNDS	Y	100%
			AT 222	Students will explore outcome measures to guide clinical decision making based on principles of evidence based practice, research skills and scientific writing	PBL Cases  Literature Review  Beginning of Capstone	PBL CASES		
		Recognize the moral, ethical and legal boundaries in regard to clinical decision making	AT 251	Comprehend historical perspective on ethical issues in research	Lecture  CITI Training Scenarios	CITI TRAINING COMPLETION CERTIFICATE		
				Understand and discuss key ethics concepts				
			AT 275	Explain basic legal and ethical concepts as they apply to a medical or allied healthcare practitioner’s responsibilities (e.g., standard of care, scope of practice, liability, negligence,	Discussion  Group Cases	CASE STUDY		

				informed consent and confidentiality, and others).				
			AT 322	Formulate and understand the research process and apply its components to the clinical setting through formulation of a case study or literature review	PBL Cases Capstone Projects Position Statement Discussion	POSITION STATEMENT PAPER Capstone Manuscript		
Apply critical thinking and problem-solving skills	AT	Analyze evidence-based practice to formulate clinical decision making while recognizing the value of research and scholarship	AT 240	Identify presented signs and symptoms as either warranting referral to a physician or not.  Identify risk factors associated with biomechanical stress and physical demands inherent to various sports.	Live cases PBL Cases	EBP GRID	Y	100%
			AT 310	Apply critical thinking and problem solving skills during the examination process and treatment of common illnesses, diseases	Group Discussion Group Casework	GRAND ROUNDS		
			AT 222	Students will explore outcome measures to guide clinical decision making based on principles of evidence based practice, research skills and scientific writing	PBL Cases Literature Review Beg of Capstone	PRACTICAL EXAM		

		Produce well-rounded and independent thinking clinicians who are grounded in evidence based practice as a foundation for clinical decision making	AT 242	Apply critical thinking and problem solving skills to assess a patient's needs in the development and implementation of a comprehensive rehabilitation program.	Live cases Lecture Discussion PBL	PRACTICAL EXAM		
			AT 310	Apply critical thinking and problem solving skills during the examination process and treatment of common illnesses, diseases.	Casework Group Discussion Simulation	PRACTICAL EXAM		
Engage in evidence-based practice through use of relevant information technology and analysis of professional literature	AT	Produce well-rounded and independent thinking clinicians who are grounded in evidence based practice as a foundation for clinical decision making	AT 222	<p>Students will gain a minimum of 168 hours of clinical experience – and a weekly minimum of 10-20 hours per week throughout the semester</p> <p>Students will search the literature and use information found to break down real life scenarios</p> <p>Students will complete live scenarios during class and demonstrate to ability to evaluate various injuries of the head and spine</p>	Clinical Rotations PBL Cases Live Cases Mock Scenarios	GENERIC ABILITIES ASSESSMENT  PSYCHOMOTOR ABILITIES ASSESSMENT  PRACTICAL EXAM	Y	100%

			AT 242	Develop a comprehensive rehabilitation program for an orthopedic/athletic injury utilizing evidence based practice.	Discussion Lecture Cases	PRACTICAL EXAM		
			AT 310	Appraise current literature to enhance clinical decision-making and establish relevant patient care.  Engage in evidence-based practice and perform standardized care during the examination of medical illnesses and injury to patients across the spectrum.	Casework Group Discussion Simulation	PRACTICAL EXAM		
Demonstrate knowledge, skills, attitudes and values of professional behaviors that will lead to success in future healthcare practice	AT	Contribute to and promote the profession of athletic training	AT 275	Describe strategic processes and effective methods for promoting the profession of athletic training and those services that athletic trainers perform in a variety of practice settings (e.g., high schools and colleges, professional and industrial settings, hospitals and community-based healthcare facilities, etc.).	CT ATHLETIC TRAINERS' ASSOCIATION ANNUAL CAPITOL HILL DAY	REFLECTION	Y	100%

			AT 130	Apply ethical principles and professional behaviors when evaluating and treating patients with lower extremity conditions	Clinical rotations PBL cases Open Discussion	GAA		
		Demonstration knowledge, skills, attitudes and values of professional behaviors that will lead to success in the field of athletic training	AT 221	Apply ethical principles and professional behaviors when evaluating and treating patients with upper extremity conditions	Clinical rotations PBL cases Open Discussion	GAA		
			AT 322	Discuss effective ways to document: injuries, rehabilitations, policy & procedures	Clinical rotations PBL cases Open Discussion	GAA		
				Discuss effective ways to communicate with patients, coaches, parents, administrators, etc				
				Understand and appreciate the role of the AT in the clinical decision making process when faced with an emergency situation				
				Identify administrative responsibilities included with jobs; i.e. the hiring process, federal & state regulations associated with employment, self-assessments, professional				

				development, and effective communication strategies.				
			AT 323	Demonstrate comprehensive advanced orthopedic evaluations of various body parts and development of treatment plan and rehabilitation programs	Clinical rotations  PBL cases  Classroom discussion  Role playing	GAA		
				Able to recognize, intervene and refer, when appropriate, the socio-cultural, mental, emotional, and physical behavior of the athletes				
				Demonstrate the knowledge and interpersonal skills necessary for satisfactory emotional, and physical behavior of the athletes				
				Demonstrate appropriate clinical decision making, communication skills and generic abilities characteristics as applied to all areas of athletic training				
Communicate and collaborate effectively and appropriately in a	AT	Demonstrate knowledge and skills necessary to provide care to diverse	AT 222	Students will spend time at various clinical rotations including their primary assignment: the supplemental clinical placements will include	Primary Clinical Rotations  Additional rotations	CLINICAL ROTATION REFLECTION	Y	100%



variety of cultural contexts		populations across the lifespan.		- general orthopedic practice, and a concussion center	particular to this class			
			AT 310	<p>Understand the role and responsibilities as well as communicate and collaborate effectively with various medical and allied healthcare professionals in the field of clinical medicine.</p> <p>Describe the relationship between athletic trainers and various medical and allied healthcare professionals as it applies to delivery of care, access, referral and communication.</p>	<p>Clinical rotations</p> <p>Group Cases</p> <p>Open Discussion</p>	REFLECTION		
Apply a holistic perspective to patients/clients for health and wellness	AT	Produce well-rounded and independent thinking clinicians who are grounded in evidence based practice as a foundation for clinical decision making	AT 222	<p>Describe and differentiate the types of quantitative and qualitative research, research components, and levels of research evidence.</p> <p>Describe the differences between narrative reviews, systematic reviews, and meta-analyses</p>	<p>PBL Cases</p> <p>Live Cases</p> <p>Mock Scenarios</p>	PRACTICAL EXAM	Y	100%

				Use standard criteria or developed scales to critically appraise the structure, rigor and overall quality of research studies.				
			AT 242	Discuss the physiological and psychological implications of athletic injuries and the rehabilitation process.	Live Cases PBL	PRACTICAL EXAM		
		Demonstrate readiness for inter-professional collaboration for the benefit of achieving positive patient outcomes	AT 310	Identify and implement general principles of personal health, including physical, emotional and behavioral, when appraising a patient's health and wellbeing.	Clinical rotations Group Cases Open Discussion	REFLECTION PAPER		
Demonstrate readiness for inter-professional collaboration for the benefit of individuals and society	AT	Demonstrate readiness for inter-professional collaboration for the benefit of achieving positive patient outcomes	AT 310	Understand the role and responsibilities as well as communicate and collaborate effectively with various medical and allied healthcare professionals in the field of clinical medicine.	Clinical rotations Group Cases Open Discussion	REFLECTION PAPER	Y	100%
			AT 130	Demonstrate appropriate communication skills when dealing with injured patients, family members, athletic	Clinical rotations PBL cases	GAA		

				personnel and other healthcare providers.	Classroom discussion Role playing			
		Demonstrate knowledge and skills necessary to provide care to diverse populations across the lifespan.	AT 221	Describe the relationship between athletic trainers and various medical and allied healthcare professionals as it applies to delivery of care, access, referral and communication.	Clinical rotations PBL cases Classroom discussion Role playing	GAA		
			AT 322	Discuss effective ways to communicate with patients, coaches, parents, administrators, etc.	PBL cases Clinical rotations Classroom discussions	GAA		
				Understand and appreciate the role of the AT in the clinical decision making process when faced with an emergency situation				
				Conduct advanced orthopedic assessment & treatment for all populations and across the lifespan				
		Demonstration knowledge, skills, attitudes and values of professional	AT 323	Demonstrate appropriate clinical decision making, communication skills and generic	Clinical rotations PBL cases	GAA		

		behaviors that will lead to success in the field of athletic training		abilities characteristics as applied to all areas of athletic training	Classroom discussions			
				Able to recognize, intervene and refer, when appropriate, the socio-cultural, mental, emotional, and physical behavior of the athletes				
				Recognize the nutritional aspects of athletes and the physically active, and refer when appropriate				
			AT 222	Differentiate the roles and responsibilities of the athletic trainer from other prehospital care and hospital based providers, including EMT's nurses, PA's, and physicians  Develop healthcare educational programming specific to a target audience	Clinical Rotations  Mock Scenarios	CLINICAL ROTATION REFLECTION PAPER		

## Exercise Science Undergrad Curriculum Map

A	B	C	D	E	F	G	H	I
College-wide SLOs	Pro-gram	Program outcomes (aligned w/CHP SLOs)	Course number and name or Co-curricular activity	Course objectives (aligned w/CHP SLOs)	Learning strategies	Methods for measuring outcomes	Required? (Y/N)	% Students involved
Apply ethical principles in approaches to learning, research and practice	Exercise Science	Adhere to guidelines for professional conduct and code of ethics as defined by professional organizations in Exercise Science  Application of ethics applied across the discipline. From research methods to continuum of care.	EX 366	Review and understanding of the ACSM Code of Ethics	Student directed reading and review	Online quiz	Y	100%
			EX 366	Investigate an ethical issue at a clinical placement, based on the published article, "10 Ethical Issues Facing Health/Fitness Professional"	Interview of a site instructor	Written or video presentation of site instructor interview	Y	100%
			EX 230	Gain an understanding of ethics in research, assessment, and treatment.	Review of landmark studies associated with ethics	Written assignments and exams	Y	100%
			EX 250	Gain an understanding of ethics in research, assessment, and treatment	Review and administration of informed consent process and confidentiality	Written assignments, oral presentations, and exams. Practical laboratory exams	Y	100%
			EX 362	Gain a further or emphasized understanding of assessment, testing, and treatment procedures related to ethics	Review and administration of informed consent process and confidentiality	Written assignments, oral presentations, and exams. Practical laboratory exams	Y	100%
Apply critical thinking and problem-solving skills	Exercise Science	Exhibit competency in primary, foundational, and supporting areas	EX 100	Apply the basic concepts of exercise prescription to a mock client	In-class work where students work in pairs, applying exercise theory and ACSM math concepts	Critical feedback on the submitted exercise prescription	Y	100%

A	B	C	D	E	F	G	H	I
College-wide SLOs	Pro-gram	Program outcomes (aligned w/CHP SLOs)	Course number and name or Co-curricular activity	Course objectives (aligned w/CHP SLOs)	Learning strategies	Methods for measuring outcomes	Required? (Y/N)	% Students involved
		of exercise science. Develop ability to access, evaluate, and disseminate scientific evidence.  “Competency” in areas of exercise science requires critical thinking and problem solving skills	EX 250	Gain an understanding of the physiology of exercise across a specific and general continuum in a didactic and applied manner	Lectures, interactive discussions, online tutorials, group work, applied clinical skills	Exams, written assignments, oral presentations, lab practical exams	Y	100%
			EX 260	Gain an understanding of the biomechanics and functional anatomy of exercise across a specific and general continuum in a didactic and applied manner	Lectures, interactive discussions, online tutorials, group work, applied clinical skills	Exams, written assignments, oral presentations, lab practical exams	Y	100%
			EX 362	Gain an understanding of the assessment, testing, prescription, and outcomes assessment of exercise across a specific and general continuum in a didactic and applied manner	Lectures, interactive discussions, online tutorials, group work, applied clinical skills	Exams, written assignments, oral presentations, lab practical exams	Y	100%
			EX 363	Gain an understanding of the training principles of exercise across a specific and general continuum in a didactic and applied manner	Lectures, interactive discussions, online tutorials, group work, applied clinical skills	Exams, written assignments, oral presentations, lab practical exams	Y	100%
Engage in evidence-based practice	Exercise Science	Ability to access, evaluate, and disseminate scientific evidence	EX 100	Students will learn to write an article summary, based on a peer-reviewed original research article, in which the	Reading scientific literature Introducing scientific writing	Scientific grading rubric	Y	100%

A	B	C	D	E	F	G	H	I
College-wide SLOs	Pro-gram	Program outcomes (aligned w/CHP SLOs)	Course number and name or Co-curricular activity	Course objectives (aligned w/CHP SLOs)	Learning strategies	Methods for measuring outcomes	Required? (Y/N)	% Students involved
through use of relevant information technology and analysis of professional literature		Contemporary approaches to “best practice” is required to be competent in the exercise science profession		abstract has been removed (repeated 3x’s per semester)	Use of proper scientific terminology			
			EX 366	For each of the quarterly clinical evaluations, students will research and reference one peer-reviewed journal article, highlighting a topic relevant to the clinical rotation. The article reference will clearly state the topic and primary outcomes, will be current (published within the last 5 years) and will be referenced using AMA formatting at the end of the document.	Journal research Article summary Journal referencing	Clinical evaluation grading rubric	Y	100%
			EX 230	Navigating peer reviewed sources and scientific writing strategies are introduced and emphasized	Lectures, interactive discussions, online tutorials, group work, and presentations	Exams and written assignments	Y	100%
			EX 250	Navigating peer reviewed sources and scientific writing strategies are emphasized and further developed to include papers, abstracts,	Lectures, interactive discussions, online tutorials, group work, applied clinical skills	Exams, written assignments, oral presentations, lab practical exams	Y	100%

A	B	C	D	E	F	G	H	I
College-wide SLOs	Pro-gram	Program outcomes (aligned w/CHP SLOs)	Course number and name or Co-curricular activity	Course objectives (aligned w/CHP SLOs)	Learning strategies	Methods for measuring outcomes	Required? (Y/N)	% Students involved
				posters, and oral presentations				
			EX 260	Navigating peer reviewed sources and scientific writing strategies are further developed to include scientific papers, research methods, and oral presentations	Lectures, interactive discussions, online tutorials, group work, applied clinical skills	Exams, written assignments, oral presentations, lab practical exams	Y	100%
			EX 362	Navigating peer reviewed sources and scientific writing strategies are further developed to include evidence based assessments	Lectures, interactive discussions, online tutorials, group work, applied clinical skills	Exams, written assignments, oral presentations, lab practical exams	Y	100%
			EX 363	Navigating peer reviewed sources and scientific writing strategies are developed further to include comprehensive exercise programs	Lectures, interactive discussions, online tutorials, group work, applied clinical skills	Exams, written assignments, oral presentations, lab practical exams	Y	100%
Demonstrate knowledge, skills, attitudes and values of professional behaviors	Exercise Science	Exhibit competency in primary, foundational, and supporting areas of exercise science.	EX 366	Students will be evaluated on their professional behavior, both by the clinical site instructor and the EX 366 course instructor	Questions asked of clinical site instructor: Were the SHU student on time? Were the SHU students	Clinical Site Instructor Evaluation	Y	100%



A	B	C	D	E	F	G	H	I
College-wide SLOs	Pro-gram	Program outcomes (aligned w/CHP SLOs)	Course number and name or Co-curricular activity	Course objectives (aligned w/CHP SLOs)	Learning strategies	Methods for measuring outcomes	Required? (Y/N)	% Students involved
that will lead to success in future healthcare practice		Demonstrate proficiency in clinical skills associated with the field of exercise science. Provide guided exposure to affiliated clinical settings.			appropriately dressed? Were the SHU students courteous to patients/clients? Did the SHU students conduct themselves in a professional manner?			
		Competency and proficiency relative to didactic and practical skills is required and attained via a combination of approaches guided by our professional associations such as ACSM, NSCA, and AACVPR						
Communicate and collaborate effectively	Exercise Science	Adherence to the guidelines for professional conduct and code	EX 366	Students will participate in off campus clinical rotations that survey the scope of practice within Exercise	Acquisition of new practical skills	1. Grading rubric for student evaluations	Y	100%

A	B	C	D	E	F	G	H	I
College-wide SLOs	Pro-gram	Program outcomes (aligned w/CHP SLOs)	Course number and name or Co-curricular activity	Course objectives (aligned w/CHP SLOs)	Learning strategies	Methods for measuring outcomes	Required? (Y/N)	% Students involved
and appropriately in a variety of cultural contexts		of ethics as defined by professional organizations in exercise science.		Science. Specifically students visit cardiopulmonary rehab centers, corporate fitness centers, strength and conditioning facilities, and health and wellness programs for both healthy and special populations.	Observation of certain medical procedures Exposure to a variety of clientele Written evaluation Multi-media evaluation (video and narrated power point presentation)	2. Site instructor evaluations		
		Professionalism and factors related to ethics in exercise science require exposure to and appreciation of diverse cultural settings.	EX 320	This course provides practical exercise science experience in a field setting serving pediatric populations under direct supervision, primarily in Bridgeport, CT	Service learning reflection journals Service learning projects presented onsite Classroom discussions	1. Graded service learning journals 2. Graded service learning projects 3. Graded service learning hours		
			EX 250	In addition to previously described objectives, this course includes a service learning component. Specifically students participate in a childhood obesity prevention program serving a diverse population relative to SES, race, ethnicity, and abilities/disabilities	For service learning activities, course objectives and content are emphasized in service environments. Additionally, a reflective component (oral or written)	Participation, engagement, attendance, reflection assignments, service learning collaborative partner reviews	N	20%

A	B	C	D	E	F	G	H	I
College-wide SLOs	Pro-gram	Program outcomes (aligned w/CHP SLOs)	Course number and name or Co-curricular activity	Course objectives (aligned w/CHP SLOs)	Learning strategies	Methods for measuring outcomes	Required? (Y/N)	% Students involved
					characterizes the learning strategies			
			EX 358	In addition to previously described objectives, this course includes a service learning component. Specifically students participate in health promoting activities that serve elderly and chronically diseased/disabled individuals in our community	For service learning activities, course objectives and content are emphasized in service environments. Additionally, a reflective component (oral or written) characterizes the learning strategies	Participation, engagement, attendance, reflection assignments, service learning collaborative partner reviews	Y	30%
			EX 320	In addition to previously described objectives, this course includes a service learning component. Specifically students participate in activities which serve a diverse population of children including those with physical and cognitive disabilities	For service learning activities, course objectives and content are emphasized in service environments. Additionally, a reflective component (oral or written) characterizes the learning strategies	Participation, engagement, attendance, reflection assignments, service learning collaborative partner reviews	Y	30%

A	B	C	D	E	F	G	H	I
College-wide SLOs	Pro-gram	Program outcomes (aligned w/CHP SLOs)	Course number and name or Co-curricular activity	Course objectives (aligned w/CHP SLOs)	Learning strategies	Methods for measuring outcomes	Required? (Y/N)	% Students involved
Apply a holistic perspective to patients/clients for health and wellness	Exercise Science	Adherence to the guidelines for professional conduct and code of ethics as defined by professional organizations in exercise science.	EX 250	In addition to previously described objectives, this course includes an examination of broader context topics such as epidemiology, environmental factors, and health promotion	Lecture, discussions, online tutorials/presentation, practical activities such as participation in community health promoting events	Participation, engagement, exam questions, practical exams, reflective assignments	Y	100%
		A holistic perspective is emphasized by our department and guided by our professional organizations such as ACSM and AACVPR. For example, ACSM's "Exercise is Medicine" campaign and learning resources as well as Integrative medicine approaches	EX 230	In addition to previously described objectives, this course includes an examination of broader context topics such as epidemiology, environmental factors, and health promotion	Lecture, discussions, online tutorials/presentation, practical activities such as participation in community health promoting events	Participation, engagement, exam questions, practical exams, reflective assignments	Y	100%
			EX 260	In addition to previously described objectives, this course includes an examination of broader context topics such as health promotion and prevention of orthopedic conditions and injuries	Lecture, discussions, online tutorials/presentation, practical activities such as participation in community health promoting events	Written and practical exams	Y	100%
			EX 362	In addition to previously described objectives, this course includes an examination of broader	Lecture, discussions, online tutorials/presentation	Written and practical exams	Y	100%

A	B	C	D	E	F	G	H	I
College-wide SLOs	Pro-gram	Program outcomes (aligned w/CHP SLOs)	Course number and name or Co-curricular activity	Course objectives (aligned w/CHP SLOs)	Learning strategies	Methods for measuring outcomes	Required? (Y/N)	% Students involved
		emphasized in our courses.		context topics such as health promotion and prevention of orthopedic conditions and injuries associated with the specificity of testing	ons, practical laboratory activities			
			EX 363	In addition to previously described objectives, this course includes an examination of broader context topics such as health promotion and prevention of orthopedic conditions and injuries associated with the specificity of training	Lecture, discussions, online tutorials/presentations, practical activities such as laboratory activities	Written and practical exams	Y	100%
Demonstrate readiness for inter-professional collaboration for the benefit of individuals and society	Exercise Science	Exhibit competency in primary, foundational, and supporting areas of exercise science. Demonstrate proficiency in clinical skills associated with the field of exercise science.	EX 250	In addition to previously described objectives, emphasis on the continuum of “patient” or “athlete” care as well as how exercise physiologists interact with other allied health professionals is emphasized.	Lecture, discussions, online tutorials/presentations, practical activities such as laboratory and service learning activities	Participation, engagement, exam questions, practical exams, reflective assignments	Y	100%
			EX 260	In addition to previously described objectives, emphasis on the continuum of “patient” or “athlete” care as well as how exercise physiologists interact with	Lecture, discussions, online tutorials/presentations, practical activities such as laboratory activities	Written and practical exams as well as oral and written assignments and demonstrations	Y	100%

A	B	C	D	E	F	G	H	I
College-wide SLOs	Pro-gram	Program outcomes (aligned w/CHP SLOs)	Course number and name or Co-curricular activity	Course objectives (aligned w/CHP SLOs)	Learning strategies	Methods for measuring outcomes	Required? (Y/N)	% Students involved
		Provide guided exposure to affiliated clinical settings.		other allied health professionals is emphasized.				
		Competency and factors related to professionalism and proficiency are required of exercise scientists. Exercise physiologists interact with other allied health professionals is almost 100% of workplace settings. This is reflected in shared territory between our program outcomes and CHP SLOs.	EX 362	In addition to previously described objectives, emphasis on the continuum of “patient” or “athlete” care as well as how exercise physiologists interact with other allied health professionals is emphasized.	Lecture, discussions, online tutorials/presentations, practical activities such as laboratory activities	Written and practical exams as well as oral and written assignments and demonstrations	Y	100%
			EX 363	In addition to previously described objectives, emphasis on the continuum of “patient” or “athlete” care as well as how exercise physiologists interact with other allied health professionals is emphasized.	Lecture, discussions, online tutorials/presentations, practical activities such as laboratory activities	Written and practical exams as well as oral and written assignments and demonstrations	Y	100%
			EX electives 358, 365, 320	In addition to previously described objectives, emphasis on the continuum of “patient” or “athlete” care as well as how exercise physiologists interact with other allied health professionals is emphasized.	Lecture, discussions, online tutorials/presentations, practical activities such as laboratory and service learning activities. Guest speakers in other allied health	Participation, engagement, exam questions, practical exams, reflective assignments	Y	100%  Regardless of elective selection, all students will

A	B	C	D	E	F	G	H	I
College-wide SLOs	Pro-gram	Program outcomes (aligned w/CHP SLOs)	Course number and name or Co-curricular activity	Course objectives (aligned w/CHP SLOs)	Learning strategies	Methods for measuring outcomes	Required? (Y/N)	% Students involved
					disciplines also emphasizes this objective and goal			be exposed to this content area

## Exercise Science & Nutrition Master's Curriculum Map

A	B	C	D	E	F	G	H	I
College-wide SLOs	Pro-gram	Program outcomes (aligned w/ CHP SLOs)	Course number and name or Co-curricular activity	Course objectives (aligned w/CHP SLOs)	Learning strategies	Methods for measuring outcomes	Require d? (Y/N)	% Stu- dents involve d
Apply ethical principles in approaches to learning, research and practice	MSEXN	Adherence to the guidelines for professional conduct and Code of Ethics as defined by professional organization related to Exercise Science.	EX 411: Professional Seminar	Students will understand the knowledge, skills, and abilities associated within the scope of the discipline, understand what information is confidential and preserve such confidentiality, respect the rights, welfare, and dignity of all clients/patients, and know when to refer clients/patients to appropriate healthcare personnel	Small group discussion	Provision of Health Promotion activity assignment	Y	95%*
			EX 562/563: Graduate Clinical Seminar I & II*		Lecture	Online BB assignments*	N*	
			EX 564/565: Graduate Performance Seminar I & II*		Role playing			
					Case Studies*			
		Demonstrate ability to access, evaluate, and disseminate	EX 411	Students will comply with all applicable state, local, and federal laws, as well as conduct themselves personally and professionally	Conduct during class/lab	No formal assessment of conduct	Y	95%*
	EX 562/563: Graduate Clinical Seminar I & II*		Small group discussion		Provision of Health Promotion activity assignment			
	EX 564/565: Graduate Performance Seminar I & II*		Case Studies/articles*		Written briefs (BB)*	N*		
					Internship evaluations*			



A	B	C	D	E	F	G	H	I
College-wide SLOs	Pro-gram	Program outcomes (aligned w/ CHP SLOs)	Course number and name or Co-curricular activity	Course objectives (aligned w/CHP SLOs)	Learning strategies	Methods for measuring outcomes	Require d? (Y/N)	% Stu-dents involve d
		scientific evidence.	EX 403: Research Methods	Understand historical perspectives on ethical issues in research and key ethics concepts	Lecture  Large group discussion	Exams  Written assignments	Y	
Apply critical thinking and problem-solving skills	MSEXN	Exhibit mastery of primary areas of exercise science and nutrition	EX 524: Graduate Clinical Testing and Rx II	Analyze supporting health related services in cardiac rehabilitation and preventive settings including nutrition and stress management/group support interventions	Lecture, small group discussion	Oral presentations, Exams, Comprehensive Exams	N	50%
			EX 533: Performance Testing and Program Design	Students can defend multiple sides of well-documented controversies in the strength and conditioning field	Laboratory activity, small group discussion, in-class debate	Debate performance, laboratory assignment	N	50%
			EX 403: Research Methods	Students can use Google Scholar and Pubmed to search for peer-reviewed articles related to their topic of interest. Students can also search websites from government and professional organizations for credible information	Lecture  Active laboratory	Literature Search Lab, Article Critiques, Research Proposals, Exams, Comprehensive Exams	Y	
Engage in evidence-based practice through use of relevant	MSEXN	Demonstrate ability to access, evaluate, and disseminate scientific evidence.	EX 403: Research Methods	Students can distinguish between primary, secondary, and tertiary sources. Students can identify credible sources of health information. Students can	Lecture  Active laboratory	Literature Search Lab, Article Critiques, Research Proposals, Exams,	Y	

A	B	C	D	E	F	G	H	I
College-wide SLOs	Pro-gram	Program outcomes (aligned w/ CHP SLOs)	Course number and name or Co-curricular activity	Course objectives (aligned w/CHP SLOs)	Learning strategies	Methods for measuring outcomes	Required? (Y/N)	% Students involved
information technology and analysis of professional literature				identify strengths and weaknesses of peer reviewed research articles		Comprehensive Exams		
			EX 403: Research Methods	Students can clearly present scientific findings through written and oral presentations	Lecture Active laboratory	Literature Search Lab, Literature Review Outline, Article Critiques, Research Proposal Paper and Presentation	Y	
			EX 562/563: Graduate Clinical Seminar I & II*  EX 564/565: Graduate Performance Seminar I & II	Students will understand the knowledge, skills, and abilities associated within the scope of the discipline, understand what information is confidential and preserve such confidentiality, respect the rights, welfare, and dignity of all clients/patients, and know when to refer clients/patients to appropriate healthcare personnel	Lecture  Weekly written assignments	Internship End of Experience Evaluation*	N	95%
Demonstrate knowledge, skills, attitudes and values of professional behaviors that will lead	MSEXN	Adherence to the guidelines for professional conduct and Code of Ethics as defined by professional organization	EX 533: Performance Testing and Program Design  EX 401: Advanced	Perform the Functional Movement Screen and all tests of the NFL combine.  Students will demonstrate the ability to use a variety of	Lecture  Laboratory demonstrations & activities  Lecture*	Laboratory Practical Exams	N  Y*	50%

A	B	C	D	E	F	G	H	I
College-wide SLOs	Pro-gram	Program outcomes (aligned w/ CHP SLOs)	Course number and name or Co-curricular activity	Course objectives (aligned w/CHP SLOs)	Learning strategies	Methods for measuring outcomes	Required? (Y/N)	% Students involved
to success in future healthcare practice		related to Exercise Science.  Demonstrate proficiency in advanced testing and clinical skills associated with the field of exercise science and nutrition	Applied Physiology I*	body composition methodologies, including skinfolds, bioelectrical impedance, and whole-body air displacement plethysmography*  Students will be able to run a lactate threshold test, as well as interpret the results*	Laboratory demonstrations & activities*			
			EX 524: Graduate Clinical Testing and Rx II	Students will be able to conduct pre-participation health screening, graded exercise tests, strength, flexibility and body composition tests, for patients and clients challenged with cardiovascular, pulmonary, metabolic, orthopedic, musculoskeletal, neuromuscular, neoplastic, immunologic, or hematologic diseases as well as provide exercise and physical activity counseling/education to clients/patients about testing, exercise program components, and clinical and lifestyle self-care for control	Lecture  Small group discussion  Large group discussion re: reading assignments	Exams, Comprehensive Exams, Oral Presentations	N	50%

A	B	C	D	E	F	G	H	I
College-wide SLOs	Pro-gram	Program outcomes (aligned w/ CHP SLOs)	Course number and name or Co-curricular activity	Course objectives (aligned w/CHP SLOs)	Learning strategies	Methods for measuring outcomes	Required? (Y/N)	% Students involved
				of chronic disease and health conditions.				
Communicate and collaborate effectively and appropriately in a variety of cultural contexts	MSEXN	Active participation in affiliated clinical settings.	EX 562/563: Graduate Clinical Seminar I & II*  EX 564/565: Graduate Performance Seminar I & II	Not addressed in course objectives	n/a	Site Evaluations*	N	95%
Apply a holistic perspective to patients/clients for health and wellness	MSEXN	Exhibit mastery of primary areas of exercise science and nutrition  Active participation in affiliated clinical settings.	EX 523: Clinical Nutrition	The obesity epidemic should be understood in the context of both biological and environmental factors. Potential complications of herbal supplements, as well as their efficacy, should be familiar.	Lecture  Reading Discussion (small group)  Guest lecturers (NP)	Exams  Written Assignment/Analyses	N	50%
			EX 562/563: Graduate Clinical Seminar I & II  EX 564/565: Graduate Performance Seminar I & II	n/a (i.e., not a listed course objective)	Class Discussion (BB)	Site Monitoring Verification	N	95%
Demonstrate readiness for inter-	MSEXN	Active participation in	EX 562/563: Graduate	n/a (i.e., not a listed course objective)	Class Discussion (BB)	Site Monitoring Verification*	N	95%

A	B	C	D	E	F	G	H	I
College-wide SLOs	Pro-gram	Program outcomes (aligned w/ CHP SLOs)	Course number and name or Co-curricular activity	Course objectives (aligned w/CHP SLOs)	Learning strategies	Methods for measuring outcomes	Require d? (Y/N)	% Stu-dents involve d
professional collaboration for the benefit of individuals and society		affiliated clinical settings.	Clinical Seminar I & II*  EX 564/565: Graduate Performance Seminar I & II					

## Healthcare Informatics Curriculum Map

A	B	C	D	E	F	G	H	I
College-wide SLOs	Pro-gram	Program outcomes (aligned w/CHP SLOs)	Course number and name or Co-curricular activity	Course objectives (aligned w/CHP SLOs)	Learning strategies	Methods for measuring outcomes	Required? (Y/N)	% Students involved
Apply ethical principles in approaches to learning, research and practice	Healthcare Informatics		HINF 613	TBD (Course has not run)				
Apply critical thinking and problem-solving skills	Healthcare Informatics	Apply informatics theories, methods and tools related to personal health, healthcare, public health, and biomedical research in an industrial workplace. Evaluate information technology for integration into healthcare.	HINF 501	Appraise the healthcare informatics/information system ecosystem Discuss the significance of information and knowledge management for healthcare delivery, healthcare disciplines, and healthcare consumers	Online lecture & discussion Videos Articles	Online/Blackboard discussion	Y	100
			HINF 550	Use process analysis and decision making tools to identify potential changes for improvement	Classroom & Online lecture & discussion	Online/Blackboard discussion	Y	100
			HINF 602	Explain the five tenets of Clinical & Business Intelligence and the importance of each	Classroom & Online lecture & discussion	Online/Blackboard discussion	Y	100

A	B	C	D	E	F	G	H	I
College-wide SLOs	Pro-gram	Program outcomes (aligned w/CHP SLOs)	Course number and name or Co-curricular activity	Course objectives (aligned w/CHP SLOs)	Learning strategies	Methods for measuring outcomes	Required? (Y/N)	% Students involved
		Articulate the ways in which data, information, and knowledge are used to solve health problems from the individual to the population level. Utilize the knowledge, skills, and concepts of health information technology in evidence-based practice	HINF 660	Think critically and creatively about academic, professional, or social issues and to further develop their analytical and ethical leadership skills necessary to address and help solve these issues.	Classroom & Online lecture & discussion	Online/Blackboard discussion	Y	100
Engage in evidence-based practice through use of relevant information technology and analysis of	Healthcare Informatics	Utilize the knowledge, skills, and concepts of health information technology in evidence-based practice	HINF 501	Explain the purpose & functions of evidence-based medicine & decision support.	Online lecture & discussion	Online/Blackboard discussion	Y	100
			HINF 552	Apply knowledge of study designs and statistical methods to the appraisal of clinical studies and other healthcare-related information;	Large and small group discussion Student presentations Case study review and discussion Computer and Web assisted instruction	Statistics Worksheet	Y	100

A	B	C	D	E	F	G	H	I
College-wide SLOs	Pro-gram	Program outcomes (aligned w/CHP SLOs)	Course number and name or Co-curricular activity	Course objectives (aligned w/CHP SLOs)	Learning strategies	Methods for measuring outcomes	Required? (Y/N)	% Students involved
professional literature					Self-directed learning activities			
			HINF 660	Demonstrate advanced research skills and demonstrate their proficiency in written and/or oral communication skills.	Large and small group discussion Student presentations Computer and Web assisted instruction	Final Written report Paper Presentation	Y	100
Demonstrate knowledge, skills, attitudes and values of professional behaviors that will lead to success in future healthcare practice	Healthcare Informatics		HINF 501	Understand the relationship between strategic planning for information systems and planning for the overall organization.	Online lecture & discussion	Online/Blackboard discussion	Y	100
			HINF 504	To present information that will enable students to understand the concepts of financial analysis and decision making in healthcare institutions	Large and small group discussion Student presentations Case study review and discussion	Case Study Analysis	Y	100
			HINF 660	Apply the knowledge and skills acquired in their Healthcare Informatics courses towards solving a specific problem or issue. Integrate academic experience into areas of personal interest, working with new ideas, issues, organizations, and individuals.	Computer and Web assisted instruction Self-directed learning activities	Paper Presentation	Y	100



A	B	C	D	E	F	G	H	I
College-wide SLOs	Pro-gram	Program outcomes (aligned w/CHP SLOs)	Course number and name or Co-curricular activity	Course objectives (aligned w/CHP SLOs)	Learning strategies	Methods for measuring outcomes	Required? (Y/N)	% Students involved
Communicate and collaborate effectively and appropriately in a variety of cultural contexts	Healthcare Informatics	Demonstrate communication skills through scholarly written publication	HINF 503	Develop oral and written communication skills needed to educate and influence organizational stakeholders and decision-makers to adopt healthcare information systems	In-class lectures Videos	Oral Presentation Written papers	Y	100
Apply a holistic perspective to patients/clients for health and wellness	Healthcare Informatics		HINF 501	Explain the functions of a clinical information system.	Online lecture & discussion	Case Study Analysis	Y	100
Demonstrate readiness for inter-professional collaboration for the	Healthcare Informatics	Work collaboratively across disciplines to define, discuss, and resolve	HINF 501	Discuss the significance of information and knowledge management for healthcare delivery, healthcare disciplines, and healthcare consumers	Online lecture & discussion	Online/Blackboard discussion	Y	100

A	B	C	D	E	F	G	H	I
College-wide SLOs	Pro-gram	Program outcomes (aligned w/CHP SLOs)	Course number and name or Co-curricular activity	Course objectives (aligned w/CHP SLOs)	Learning strategies	Methods for measuring outcomes	Required? (Y/N)	% Students involved
benefit of individuals and society		health problems from the individual to the population level	HINF 660	To provide an independent but guided opportunity for the student to practice and document their role as part of an interprofessional team in Healthcare Informatics	Computer and Web assisted instruction Self-directed learning activities	Paper Presentation	Y	100

## Health Science Curriculum Map

A	B	C	D	E	F	G	H	I
College-wide SLOs	Pro-gram	Program outcomes (aligned w/CHP SLOs)	Course number and name or Co-curricular activity	Course objectives (aligned w/CHP SLOs)	Learning strategies	Methods for measuring outcomes	Required? (Y/N)	% Students involved
Apply ethical principles in approaches to learning, research and practice	HS	Students will be aware of the legal issues, health and social care policies, issues and trends as they influence healthcare environments	HS301	<p>Demonstrate understanding of spiritual needs related to different healthcare circumstances</p> <p>Recognize potential conflicts between healthcare and religious values/belief systems</p> <p>Recognize the ethical and appropriate expression of spiritual care as a healthcare professional and member of a healthcare team</p>	<p>Discussions</p> <p>Readings and video clips</p>	<p>Assessments</p> <p>Case Studies</p>	Y	100
		Students will uphold the ethical standards, values and attitudes appropriate to healthcare professionals	HS350	Compare the roles of political institutions in public health,	Lecture	<p>Exams</p> <p>Group Project</p>	Y	100

				healthcare and treatment, and policy  Understand the role of advocacy in supporting individuals, communities, underserved populations and for overall health policy change	Small group Discussion	Paper		
			HS351	Detect and categorize ethical and legal dilemmas and challenges in the healthcare settings.  Summarize the process of decision making in ethical issues using professional criteria.	Lecture  Case Studies  Group Discussion	Reflection Papers  Homework/In class questions and cases  Exams  Presentations	Y	100
			HS354	Explain medical error and malpractice	Lecture  Case Study  Group Discussions	Quality improvement Project  Exams  Articles  Discussion Board	Y	100
Apply critical thinking and		Students will understand current trends in	HS351	Summarize the process of decision making in	Lecture  Case Studies	Reflection Papers  Exams	Y	100

problem-solving skills		<p>healthcare, healthcare systems, policy and environment</p> <p>Students will develop an appreciation and understanding of the multicultural and multi-contextual diversity of a client base and demonstrate cultural competence in interactions with colleagues and clients in healthcare systems</p> <p>Students will study the current and best available healthcare research and apply evidence-based practices to clinical scenarios</p>		ethical issues using professional criteria.	Group Discussion	Article Review		
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			HS354	Interpret function of healthcare risk management	Lecture Case Study Group Discussions	Quality Improvement Projects Exams Articles Discussion Boards	Y	100
			HS352	Discuss and explain how leaders use organizational culture and leadership tools to create a successful environment for their organizations.  Discuss leadership and managerial perspectives and theories of administration within organizational cultures	Lecture Discussion Board	Article Review Case Study Analysis	N	100
			HS353	Students will demonstrate the ability to identify and analyze the impact of social factors on health, healthcare, treatment, and utilization  Students will demonstrate the ability to identify and apply examples of culturally competent healthcare and treatment including	Class discussion  Lecture  View Documentaries	Exams  Discussion Boards  Papers	Y	100

				the implementation of CLAS Standards				
			HS355	<p>Discriminate between high and low quality articles in healthcare literature</p> <p>Interpret the elements and components of research and research reports</p>	<p>Class Discussion</p> <p>one-on-one meetings</p> <p>small group discussion</p> <p>BB Posts</p>	<p>Research Paper</p> <p>Poster Presentation</p>	Y	100
Engage in evidence-based practice through use of relevant information technology and analysis of professional literature		<p>Students will understand current trends in healthcare, healthcare systems, policy and environments</p> <p>Students will demonstrate knowledge of the impact of disparities to accessing healthcare apply knowledge in clinical settings</p> <p>Students will study the current and best</p>	HS304	<p>Explain the importance of data collection and analysis and integrate epidemiology into informing community health program planning.</p> <p>Integrate societal factors that effect community health with a current health issue in their community.</p> <p>Design a community health program utilizing community health program planning steps.</p>	<p>Lecture</p> <p>groups project</p>	<p>Group Presentation</p> <p>Paper</p> <p>Online Discussions</p>	N	100

		available healthcare research and apply evidence-based practices to clinical scenarios						
			HS306	Apply technology to improve an administrative or clinical process	Discussion Boards Blog Lectures	Final Presentation Paper	N	100
			HS355	Discriminate between high and low quality articles in healthcare literature  Devise a literature search using online databases	Class Discussion  one-on-one meetings  small group discussion  BB Posts	Research Paper  Poster Presentation	Y	100
Demonstrate knowledge, skills, attitudes and values of professional behaviors that will lead to success in future healthcare practice		Students will be aware of the legal issues, health and social care policies, issues and trends as they influence healthcare environments  Students will demonstrate knowledge of the impact of	HS350	Explain the different stakeholders in healthcare and health policy  Understand the role of advocacy in supporting individuals, communities, underserved populations and for overall health policy change	Lecture  Small Group Discussions	Exams  Group Project  Policy Brief	Y	100



		<p>disparities to accessing healthcare apply knowledge in clinical settings</p> <p>Students will uphold the ethical standards, values and attitudes appropriate to healthcare professionals</p>						
			HS302	Differentiate between the functions, roles, and responsibility of healthcare management and leadership	<p>Lecture</p> <p>TED Talk</p> <p>other YouTube videos</p>	Discussion Board	Y	100
			HS303	<p>Steps in the planning, implementation and evaluation of health promotion programs designed to address issues such as exercise, nutrition, stress management, drug abuse, and human sexuality.</p> <p>Information and resources pertaining to the fields of public health, epidemiology,</p>	<p>Videos</p> <p>Online discussion</p> <p>Voice over</p> <p>PowerPoint</p>	Discussion Board	N	100

				health promotion, health education, and health behavior.				
			HS306	<ul style="list-style-type: none"> <li>Describe and define an electronic health record; discuss major barriers to adoption of electronic health records and possible strategies to overcome the obstacles</li> </ul>	Lecture Blog Discussion Board	Quiz	N	100
			HS310	<p>Describe the biological, psychological (cognitive and emotional) and social changes that exist at each stage.</p> <p>Construct/design an innovative “care center” for each developmental stage including the physical, emotional, social and cognitive development, and the influence of families and caregivers.</p>	Class Participation Lecture	Quizzes Discussion Board Final Project	N	100
			HS352	<p>Understand the values and foundation of leadership and the components that contribute to organizational quality.</p> <p>Discuss and explain how leaders use</p>	Lecture Discussion Boards	Article Review Case Study Analysis	N	100

				organizational culture and leadership tools to create a successful environment for their organizations.				
			HS353	<p>Students will demonstrate understanding of the implications of social factors (i.e., SES, education, discrimination, etc.) on racial ethnic health disparities</p> <p>Students will demonstrate the ability to identify and analyze the impact of social factors on health, healthcare, treatment, and utilization</p>	<p>Class discussion</p> <p>Lecture</p> <p>Review Documentaries</p>	<p>Exams</p> <p>Discussion Boards</p> <p>Review Papers</p>	Y	100
			HS355	<p>Discriminate between high and low quality articles in healthcare literature</p> <p>Interpret the elements and components of research and research reports</p>	<p>Class Discussion</p> <p>One-on-one meetings</p> <p>Small group discussion</p> <p>BB Posts</p>	<p>Research Paper</p> <p>Poster Presentation</p>	Y	100

				Devise a literature search using online databases				
Communicate and collaborate effectively and appropriately in a variety of cultural contexts		Students will demonstrate knowledge of the impact of disparities to accessing healthcare apply knowledge in clinical settings  Students will develop an appreciation and understanding of the multicultural and multi-contextual diversity of a client base and demonstrate cultural competence in interactions with colleagues and clients in healthcare systems	HS301	Acquire knowledge related to major world religions and cultural belief systems relative to healthcare	Discussions  Readings and video clips  Articles	Case Studies  Assessments	N	100
			HS353	Students will be able to define various terms relative to the study of	Class Discussion	Exams	Y	100

				<p>racial and ethnic health disparities and health inequity including: race, racism, ethnicity, health, healthcare, health disparities, health equity, health inequities, social determinants of health, etc.</p> <p>Students will demonstrate the ability to identify and apply examples of culturally competent healthcare and treatment including the implementation of CLAS Standards</p> <p>.</p>	<p>Lecture</p> <p>Review</p> <p>Documentaries</p>	<p>Discussion Boards</p> <p>Papers</p>		
			HS304	<p>Distinguish ways community factors impact individual and population health and wellness.</p> <p>Illustrate the core functions of public health across diverse areas of the community.</p> <p>Explain the importance of data collection and analysis and integrate epidemiology into</p>	<p>Lecture</p> <p>Group Projects</p>	<p>Group Presentation</p> <p>Online Discussions</p> <p>Paper</p>	N	100

				informing community health program planning.				
			HS309	Describe the responses to dealing with illness and or injury and the patients' corresponding communications.  Discuss how the family is a major dynamic constituency in healthcare.	Lecture  Group Work	Case Assignment  Exams	N	
			HS310	Apply theories of socialization and influence of families, peers and others to self; considering commonalities and differences of diverse groups	Class Discussion  Lecture	Quizzes  Final  Final Project	N	100
Apply a holistic perspective to patients/clients for health and wellness		Students will demonstrate knowledge of the impact of disparities to accessing healthcare apply knowledge in clinical settings	HS350	Compare the roles of political institutions in public health, healthcare and treatment, and policy	Lecture  Small group Discussion	Exams  Group Project  Policy Brief	Y	100

		Students will develop an appreciation and understanding of the multicultural and multi-contextual diversity of a client base and demonstrate cultural competence in interactions with colleagues and clients in healthcare systems						
			HS307	Examine personal wellness practices by completing the Wellness Index and create two personal wellness goal.	Class discussion Lecture	Evidence-based poster and presentation	N	100
			HS303	Specific health-related behavior theories and models which guide practice in the field of public health and an understanding of how to apply health behavior theories to appropriate groups and settings	Videos Online discussion Voice over PowerPoint		N	100

			HS351	Detect and categorize ethical and legal dilemmas in healthcare settings	Lecture Case Studies Discussion Group Discussion	Reflection Papers Homework/ In Class Questions and Cases Exams Presentations	Y	100
			HS352	Describe the elements, sequence and information requirements of strategic planning as a process of effective leadership.	Lecture Discussion Boards	Article Review Case Study Analysis	N	100
			HS353	Students will demonstrate understanding of the implications of social factors (i.e., SES, education, discrimination, etc.) on racial ethnic health disparities	Class discussion Lecture Documentaries	Exams Discussion Boards Papers	Y	100



				Students will demonstrate the ability to identify and analyze the impact of social factors on health, healthcare, treatment, and utilization				
			HS355	Discriminate between high and low quality articles in healthcare literature	Class Discussion One-on-one meetings Small group Discussion BB Posts	Research Paper Poster Presentation	Y	100

## Occupational Therapy Curriculum Map

College-wide SLOs	Program	Program Outcomes that align with the CHP SLOs	Course number and name	Course Objectives that align with the CHP SLOs	Learning Strategies that Address this SLO	Methods for Measuring Outcomes	Required Course	% students
Apply ethical principles in approaches to learning, research and practice.	Occupational Therapy (OT)	Practice in a safe, legal, and ethical manner.	OT 501 Intro to OT	Demonstrate ethical reasoning	Learn OT Code of ethics and apply to an ethical dilemma in class	Exam questions	Yes	100%
			OT503 Intro to Research	Participate in scholarship with ethics and integrity.	Lecture on research ethics  Ethics activities in class with analysis of historical unethical research activities  Critique of papers/ methods  Completion of CITI course online	Exam questions  Article critique paper  Provide CITI certificate	Yes	100%

College-wide SLOs	Program	Program Outcomes that align with the CHP SLOs	Course number and name	Course Objectives that align with the CHP SLOs	Learning Strategies that Address this SLO	Methods for Measuring Outcomes	Required Course	% students
			OT 607 Leadership and Management	Examine professional ethics, and effectively analyze/ synthesize inter-professional case scenarios.	IP experience about ethics- lecture and group analysis of ethical dilemmas	Graded- IP ethics assignment	Yes	100%
			OT 504 Therapeutic Use of Self	Students will demonstrate integration of the core values and ethics of the profession of occupational therapy in the application of the Model of the Intentional relationship	Role playing with ethical issues	Exam	Yes	100%
			OT578 Capstone I	Examine the relevant ethical perspectives involved in the project and provide a path for resolving the identified ethical challenges	Include ethical issues in the planning of their Capstone projects  Ethics challenge activity	Literature review paper and Capstone project plan	Yes	100%
			OT 536, OT691, & 693 LEVEL I FIELDWORK	Demonstrate an understanding and appreciation of the ethical and professional responsibilities of the profession of occupational therapy as it relates to the AOTA Code of Ethics, Core Values and Attitudes of Occupational Therapy, and AOTA Standards of Practice as a guide for	Engagement in fieldwork	FWPE	Yes	100%

College-wide SLOs	Program	Program Outcomes that align with the CHP SLOs	Course number and name	Course Objectives that align with the CHP SLOs	Learning Strategies that Address this SLO	Methods for Measuring Outcomes	Required Course	% students
				professional interactions in client treatment and employment settings.				
Apply critical thinking and problem-solving skills.	OT	Exhibit critical thinking, clinical reasoning, and competence in skills requisite for entry-level occupational therapy practice.	OT 527; OT 575; OT 549 problem based learning (PBL) courses for pediatric, mental health and adult/geriatrics	<p>Come to conclusions regarding occupational therapy clinical decisions with a case and defend decisions using evidence.</p> <p>Formulate measurable goals and appropriate intervention strategies</p> <p>Describe the influence of practice setting on decision making related to a client case.</p>	For each case students must solve problems to generate solutions to how to evaluate and treat each client.	Facilitator grading of performance with rubrics	Yes	100%
			OT502 Human occupation and Activity analysis	<p>Complete activity analysis.</p> <p>Grade activities up and down.</p> <p>Modify activities to allow their completion for someone with difficulties.</p>	Do activity analysis in class, teach activities in class and adapt them for different types of disabilities	Activity analysis assignment and final exam	Yes	100%

College-wide SLOs	Program	Program Outcomes that align with the CHP SLOs	Course number and name	Course Objectives that align with the CHP SLOs	Learning Strategies that Address this SLO	Methods for Measuring Outcomes	Required Course	% students
				<p>Teach an activity to others using a variety of teaching methods.</p> <p>Reflect upon your own performance and generate ideas for your improvement.</p>				
			OT 578 Capstone I	Articulate and defend the significance and implications of the project for occupational therapy in terms of challenges and trends within the profession, society, and global contexts	<p>Review of current and theoretical literature</p> <p>Capstone project planning</p>	Literature Review Paper	Yes	100%
			OT 543 Needs assessment	Demonstrate the ability to plan, develop, organize, and market the delivery of services to include the determination of programmatic needs and service delivery options and formulation and management of staffing for effective service provision.	Students complete the steps required to do a needs assessment	Needs assessment paper and presentation	Yes	100%
			OT 536, OT691, & 693 LEVEL I FIELDWORK	Demonstrate proficiency of entry-level clinical skills to formulate and implement the therapeutic treatment process based on theoretical perspectives, models of practice and frames of reference.	Engagement in fieldwork	FWPE	Yes	100%

College-wide SLOs	Program	Program Outcomes that align with the CHP SLOs	Course number and name	Course Objectives that align with the CHP SLOs	Learning Strategies that Address this SLO	Methods for Measuring Outcomes	Required Course	% students
Engage in evidence-based practice through use of relevant information technology and analysis of professional literature.	OT	Practice in a safe, legal, and ethical manner.	OT 527; OT 575; OT 549 problem based learning courses mental health, adult/geriatrics and pediatrics	Come to conclusions regarding occupational therapy clinical decisions with a case and defend decisions using evidence.	For each case students must search the literature and bring evidence supporting their decisions	Facilitator grading of PBL performance with rubrics	Yes	100%
		Identify areas for creativity and innovation in practice and scholarship . Exhibit critical thinking and clinical reasoning skills requisite for entry-level occupational therapy	Intro to Research (OT503)	Critique a research paper and research gathered from daily life (newspaper, online news etc.)  Search effectively for research on topics within occupational therapy.	In class activities for searching, critiquing papers, writing CAPs and CATs, learning threats to validity with common research designs  Students learn how to search, read, and analyze papers	Article critique paper / Final exam	Yes	100%

College-wide SLOs	Program	Program Outcomes that align with the CHP SLOs	Course number and name	Course Objectives that align with the CHP SLOs	Learning Strategies that Address this SLO	Methods for Measuring Outcomes	Required Course	% students
		practice and ongoing continued competency.	Research II (OT531)	<p>Understand and appropriately use single subject research studies as part of evidence based practice and data based decision making.</p> <p>Select appropriate single subject designs for a given research question.</p>	Learn how to read, critique, and design single subject research studies for common OT interventions	Research proposal paper, article critique assignment, final exam	Yes	100%
			OT 578 Capstone 1	Review, critically analyze, reformulate, and adapt ideas, techniques, methods and literature obtained from credible national and international sources from occupational therapy and other disciplines to support the project's purpose and plan	<p>Students have to find and read research related to their Capstone projects.</p> <p>Peer review of the literature reviews of others</p>	Literature review paper	Yes	100%

College-wide SLOs	Program	Program Outcomes that align with the CHP SLOs	Course number and name	Course Objectives that align with the CHP SLOs	Learning Strategies that Address this SLO	Methods for Measuring Outcomes	Required Course	% students
Demonstrate knowledge, skills, attitudes and values of professional behaviors that will lead to success in future	OT	Engage in professional activities.  Demonstrate self-reflection.	Portfolio (OT562)	Design a plan that demonstrates intention for professional involvement.  Evaluate your own performance.  Generate and organize a portfolio that documents your professional competence and growth and supports your evaluation of your own professionalism and professional involvement.  Demonstrate beginning professional involvement	Online course with readings and discussion boards about specific professional behaviors  Writing a mission statement and professional development plan  Discussion boards	Final portfolio	Yes	100%



College-wide SLOs	Program	Program Outcomes that align with the CHP SLOs	Course number and name	Course Objectives that align with the CHP SLOs	Learning Strategies that Address this SLO	Methods for Measuring Outcomes	Required Course	% students
healthcare practice.			OT608 Capstone II	Students will present qualitative and/or project results and/or recommendations and outcomes in a written or oral report, poster, and poster presentation and to faculty and peers and key stakeholders  Implement Capstone project in community setting based on community context and stakeholders' requests, collect data as appropriate to project, analyze and interpret data obtained	In class activities to review and critique posters of others  Group work to develop, plan and implement Capstone project	Poster  Poster presentation	Yes	100%
			OT 536, OT691, & 693 LEVEL I FIELDWORK	Demonstrate ability to interact professionally through written, oral and nonverbal communication with client/family/significant others/colleagues, and other healthcare providers to promote occupational therapy.	Engagement in fieldwork	FWPE	Yes	100%

College-wide SLOs	Program	Program Outcomes that align with the CHP SLOs	Course number and name	Course Objectives that align with the CHP SLOs	Learning Strategies that Address this SLO	Methods for Measuring Outcomes	Required Course	% students

College-wide SLOs	Program	Program Outcomes that align with the CHP SLOs	Course number and name	Course Objectives that align with the CHP SLOs	Learning Strategies that Address this SLO	Methods for Measuring Outcomes	Required Course	% students
Communicate and collaborate effectively and appropriately in a variety of cultural contexts	OT	Exhibit critical thinking, clinical reasoning, and competence in skills requisite for entry-level occupational therapy practice.  Respond to unmet needs in underserved communities	OT543 Needs assessment	Effectively interact through written, oral, and nonverbal communication with community populations/stakeholders in a professionally acceptable manner.	Needs assessment, program/product development  Community project development with diverse groups of people and clients	Needs assessment, program/product assignment and presentation	Yes	100%
			OT 527; OT 575; OT 549 problem based learning courses mental health, adult/geriatrics and pediatrics	Communicate professionally and respectfully with individuals of diverse backgrounds.  Share information with peers/ team members using appropriate terminology, concise communication, and professional demeanor.	Cases come from diverse backgrounds and cultures and this is taken into account in all aspects of clinical reasoning about the case	Facilitator grading of performance with rubric  “respect for diverse views”	Yes	100%

College-wide SLOs	Program	Program Outcomes that align with the CHP SLOs	Course number and name	Course Objectives that align with the CHP SLOs	Learning Strategies that Address this SLO	Methods for Measuring Outcomes	Required Course	% students
		es through leadership, advocacy, or service.	OT529, 577, 548 Level I FW	Demonstrate emerging professional, written, and oral communication skills in interactive learning with peers, building relationships with clients, and participating in professional practice arenas	Students engage in FW in settings with clients and other professionals with diverse backgrounds.	FWPE	Yes	100%
			OT530 Groups	Identify different client populations that can benefit from a particular type of a group intervention.	Readings, lectures and discussions on group therapy theories/ research and on the application of OT frames of reference to group interventions with diverse populations.	Exam	Yes	100%
			OT691 & 693 Level II FW	Demonstrate ability to interact professionally through written, oral and nonverbal communication with client/family/significant others/colleagues, and other healthcare providers to promote occupational therapy.	Students engage in FW in settings with clients and other professionals with diverse backgrounds.	FWPE	Yes	100%
Apply a holistic perspective to patients/clients for	OT	Exhibit critical thinking, clinical reasoning, and	OT 504 Therapeutic Use of Self	Students will tailor interactions to the personal and situational contexts of each individual	Role plays in class for methods to communicate effectively with various clients	Exam Video assignment	Yes	100%

College-wide SLOs	Program	Program Outcomes that align with the CHP SLOs	Course number and name	Course Objectives that align with the CHP SLOs	Learning Strategies that Address this SLO	Methods for Measuring Outcomes	Required Course	% students
health and wellness.		competence in skills requisite for entry-level occupational therapy practice.	OT 505 Health policy and law	<p>Students will be able to differentiate, evaluate and analyze societal trends that influence the practice of healthcare and occupational therapy in the US</p> <p>Students will be able to recognize, and analyze the social, political, and economic factors, that influence public policy and service delivery, across US health environments and educational contexts, and communicate this in a professional manner.</p>	<p>Readings</p> <p>Seminar</p> <p>In-class discussion</p> <p>Discovery activities</p>	<p>Exam</p> <p>Federal/State issues project</p> <p>Integrative assignment</p>	Yes	100%
			OT 542 Health Promotion, Prevention, & Well-Being	<p>Student will define health; wellness; occupational deprivation; occupational imbalance; occupational injustice; occupational science and social justice</p>	<p>Case studies presented in class</p> <p>Video analysis</p> <p>Global health disparities discussion and activities</p> <p>In class community comparisons</p>	<p>Perception of Health Across Countries Assignment</p>	Yes	100%

College-wide SLOs	Program	Program Outcomes that align with the CHP SLOs	Course number and name	Course Objectives that align with the CHP SLOs	Learning Strategies that Address this SLO	Methods for Measuring Outcomes	Required Course	% students
Demonstrate readiness for inter-professional collaboration for the benefit of individuals and society.	OT	Exhibit critical thinking, clinical reasoning, and competence in skills requisite for entry-level occupational therapy practice.	OT 549 Problem Based Learning Tutorials Pediatrics and Adolescence	Initiate and propose appropriate ideas to help the work of the team  Share information with peers/ team members using appropriate terminology, concise communication, and professional demeanor.  Work effectively with peers / team members to gather information and make clinical decisions.	2 IPE cases with SLP	Facilitator grading of performance with rubric	Yes	100%
		Engage in professional activities.	OT 607 Leadership and Management	Appraise and develop professional communication skills and behaviors necessary for team communications and collaboration	IPE experience creating a business plan with PTs  Other IP activities	Business plan is graded assignment  There is a rubric for IP participation which is graded.	Yes	100%

College-wide SLOs	Program	Program Outcomes that align with the CHP SLOs	Course number and name	Course Objectives that align with the CHP SLOs	Learning Strategies that Address this SLO	Methods for Measuring Outcomes	Required Course	% students

## Physical Therapy Curriculum Map

A	B	C	D	E	F	G	H	I
College-wide Student Learning Outcomes	Program	Program outcomes (aligned w/CHP Student learning Outcomes)	Course number and name or Co-curricular activity	Course objectives (aligned w/CHP Student Learning Outcomes)	Learning strategies	Methods for measuring outcomes	Required? (Y/N)	% Students involved
Apply ethical principles in approaches to learning, research and practice	Physical Therapy	Practice in a manner consistent with established legal and professional standards and ethical guidelines.	PT 741 Professional Practice II	Demonstrate an understanding of the ethical and legal principles that guide the practice of physical therapy  Recognize the professional responsibility to discern professional vs. personal morality, separate from patient choice and possible outcomes.	LGD, Discussions & Ethics case Negotiation Lab	Grading rubric	Y	100%
			PT 825 Contemporary Practice in PT	Analyze the impact of various payment systems on the delivery of physical therapy services.	LGD, Tutorial, Business Plan Project,	Written Assignments  Tutorial Assignments	Y	100%



				<p>Acknowledge the role/responsibility that PTs have in determining charges for services, billing and payment.</p> <p>Analyze the ramifications of the legal and regulatory requirements on the delivery of physical therapy services.</p> <p>Identify and explain how the legislative and political processes may have an impact on the delivery of physical therapy care.</p> <p>Describe the issues associated with practice encroachment and mechanisms for addressing such encroachment.</p>	Written Assignments, Tutorial Assignments	Business Plan Project		
			PT 651, 752, 853 & 854 (Clinical Education I, II, III & IV)	<p>Practice in a manner consistent with established legal and professional standards and ethical guidelines.</p> <p>Direct and supervise personnel to meet patient's goals and expected outcomes</p>	Clinical Practice - 38 weeks full time	<p>APTA Clinical Performance Instrument (CPI)</p> <p>Blackboard Discussion Board</p>	Y	100%

				according to legal standards and ethical guidelines.				
Apply critical thinking and problem-solving skills	Physical Therapy	<p>Apply clinical-decision making skills to effectively develop and implement a clinical examination, physical therapy diagnosis, plan of care and prognosis</p> <p>Apply self-directed, life-long learning principles from the underpinnings of problem-based learning to Physical Therapy anticipate, adapt and</p>	PT743 Grand Rounds 1	<p>Develop effective examination strategy for selected individuals with medical conditions affecting the cardiopulmonary, cardiovascular, integumentary, and immune systems.</p> <p>Demonstrate the ability to evaluate through integration and synthesis of findings of the physical therapy examination in the development of a physical therapy diagnosis and prognosis for individuals with pathologies, impairments, and functional limitations affecting the cardiopulmonary, cardiovascular, integumentary, and immune systems.</p>	Small groups of students investigate evidence-based simulated cases of patients with involvement of the cardiovascular, pulmonary, integumentary, and immune systems. Students prepare a case report based on the WHO-ICF model and APTA Guide to PT Practice and an evidence-based analysis of the literature on a specific clinical examination and evaluation strategy.	Written case report and a professional presentation of the case to students and faculty.	Y	100%

		respond to changes in the healthcare delivery system.	PT 825 Contemporary Practice in PT	Discuss the U.S. health delivery system and analyze future trends in healthcare	Tutorial, LGD, Healthcare Debate	Written Assignment Healthcare Debate	Y	100%
			PT 651, 752, 853 & 854 (Clinical Education I, II, III & IV)	<p>Apply current knowledge, theory, clinical judgment, and the patient's values and perspective in patient management.</p> <p>Determine with each patient encounter the patient's need for further examination or consultation by a physical therapist or referral to another healthcare professional.</p> <p>Perform a physical therapy patient examination using evidenced-based tests.</p> <p>Evaluate data from the patient examination (history, systems review, and tests and measures) to make clinical judgments.</p> <p>Determine a diagnosis and prognosis that guides</p>	Clinical Practice - 38 weeks full time	APTA Clinical Performance Instrument (CPI)	Y	100%

				<p>future patient management.</p> <p>Establish a physical therapy plan of care that is safe, effective, patient-centered, and evidence-based.</p> <p>Collect and analyze data from selected outcome measures in a manner that supports accurate analysis of individual patient and group outcomes.</p>				
Engage in evidence-based practice through use of relevant information technology and analysis of professional literature	Physical Therapy	Analyze, synthesize, and evaluate evidence to facilitate best patient outcomes by effective use of the professional literature and current information technologies	PT743 Grand Rounds 1	<p>Demonstrate the ability to investigate, build, and apply knowledge of medical management and medical prognosis of diseases of the cardiopulmonary, cardiovascular, integumentary, and immune systems in the care of patients with complex multi-system medical conditions.</p> <p>Critically review, select, and justify choice of tests and measures used to examine an individual with pathology, impairment, and functional limitations</p>	Small groups of students investigate evidence-based simulated cases of patients with involvement of the cardiovascular, pulmonary, integumentary, and immune systems. Students prepare a case report based on the WHO-ICF model and APTA Guide to PT Practice and an evidence-based analysis of the literature on a specific clinical	Written case report and a professional presentation of the case to students and faculty.	Y	100%

				<p>affecting the cardiopulmonary, cardiovascular, integumentary, and immune systems.</p> <p>Identify areas for future investigation, based on review of the current clinical research literature that would improve the physical therapy management of individuals with medical conditions affecting the cardiopulmonary, cardiovascular, integumentary, and immune systems.</p>	examination and evaluation strategy.			
			PT 760 - PT 861 Capstone Special Project I and II	<p>Demonstrate the ability to critically review foundational and research literature and assess its relevance to clinical decision making.</p> <p>Demonstrate the ability to propose an appropriate clinical research question that addresses flaws or limitations in currently available literature relative to the case and topic, including all appropriate</p>	<p>Students are presented with complex clinical cases from which key issues in examination or intervention are selected. Working in small groups, students review the research literature on their assigned case-related management issue.</p>	Written documents, powerpoint presentation, oral presentation to the class and faculty.		

				<p>components of the research proposal.</p> <p>Demonstrate the ability to make recommendations for evaluation and treatment of a particular patient case based on one's own conclusions drawn from the research literature.</p>	<p>Using independent and self-directed learning, students identify and assess the value of case and issue-related scientific literature to the clinical decision making; select, justify, analyze the research article chosen to best facilitate clinical decision-making; make a recommendation for the patient case based on the reviewed article and background literature; and propose a research project that would address one or more deficits in the current body of relevant research literature.</p>			
			PT723: Examination and Documentation III	Continue to read and independently interpret published research to determine the degree to which studied tests and measurements or	<p>LGD</p> <p>Article reviews in class</p>	Module Exam	Y	100%

				<p>interventions should affect or be incorporated into practice by:</p> <p>a. Identifying various types of research literature, including literature reviews, research reports, theory papers, case reports, systematic reviews and clinical guidelines.</p> <p>b. Specifying the variables, describing sample, handling of subjects, and measurement strategy</p> <p>c. Identifying research design options, explaining the advantages and limitations of those options. .</p> <p>d. Evaluating a research paper and identify potential errors and biases in a study and explain how these may threaten the validity of a study.</p> <p>e. Using the literature to identify and discuss the relative strengths and weaknesses of tests and measurements to evaluate impairments, functional</p>					
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				<p>limitations and disabilities, including reliability, validity, error, and ability to detect change.</p> <p>f. Interpreting different strategies for comparing effect sizes among interventions evaluated in published research, including the role and interpretation of confidence intervals.</p> <p>g. Defining and interpreting p-values, Type I errors and Type II errors in the context of statistical inference, including the relationship to clinical relevance.</p> <p>h. Discussing the interactive effects of power, sampling strategy and sample size on generalizability, statistical inference and clinical relevance.</p> <p>i. Assessing data in figures and tables and statistical analyses presented in published research to determine if one's own conclusions are</p>					
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				<p>coincident with those of the authors.</p> <p>j. Differentiating between internal and external reliability and validity relative to a study, and identifying threats to validity and reliability.</p> <p>k. Explaining how Sackett’s rules of evidence can be used to assist one in drawing conclusions from one or more studies addressing a similar question.</p> <p>l. Identifying the advantages and liabilities of systematic reviews and clinical guidelines, including factors that may affect the internal and external validity of such research summaries.</p>				
				Critically evaluate published studies and updates on technology, techniques and practice	LGD	Written exam questions on assigned readings	Y	100%

			PT 724 Examination and Documentation IV	relevant to management of patients and conditions studied in this course.	Assigned readings for each tutorial case  Evidence-based examination and treatment techniques discussed and practiced in lab	Written exam questions on evidence-based techniques  Practical exams on evidence-based techniques		
			PT 825 Contemporary Practice in PT	Select, administer, and evaluate outcome measures to analyze patient or practice data.  Evaluate the effectiveness of patient/client care within a physical therapy practice  Apply concepts of quality improvement to clinical settings.	LGD, Tutorial, Written Assignments	Written Assignment	Y	100%
			PT 651, 752, 853 & 854 (Clinical Education I, II, III & IV)	Apply current knowledge, theory, clinical judgment, and the patient's values and perspective in patient management.  Perform a physical therapy patient examination using evidenced-based tests	Clinical Practice - 38 weeks full time	APTA Clinical Performance Instrument (CPI)	Y	100%

				<p>Establish a physical therapy plan of care that is safe, effective, patient-centered, and evidence-based.</p> <p>Collect and analyze data from selected outcome measures in a manner that supports accurate analysis of individual patient and group outcomes</p>				
Demonstrate knowledge, skills, attitudes and values of professional behaviors that will lead to success in future healthcare practice	Physical Therapy	Practice in a manner consistent with established legal and professional standards and ethical guidelines	PT723: Examination and Documentation III	Modify or adapt physical therapy examination for safe and effective patient care, based on physiological condition, response to workload, and environmental factors (lines, equipment and space constraints)	Lab Interaction with guest patients	OSCE and Triple Jump Rubric	Y	100%
			Guatemala Trip		Interactions with all disciplines and with patients/families from another culture	Professional behaviors demonstrated	N	~15%

			PT 651, 752, 853 & 854 (Clinical Education I, II, III & IV)	Demonstrate professional behavior in all situations.	Clinical practice	APTA Clinical Performance Instrument (CPI)	Y	100%
Communicate and collaborate effectively and appropriately in a variety of cultural contexts		Communicate effectively with patients, families, caregivers, other disciplines and the community in ways that are congruent with situational needs.	PT723 Examination and Documentation III	Expressively and receptively communicate the results of examination, in a culturally competent manner, with patients/clients, family members, caregivers, practitioners, interdisciplinary team members, consumers, payers, and policymakers.  Demonstrate effective therapist – patient interaction that incorporates appropriate communication skills, an appropriate therapeutic relationship, application of the principles of motor learning to patient teaching, and effective teaching techniques  Expressively and receptively communicate the results of examination, in a culturally competent manner, with patients/clients, family members, caregivers,	Tutorial cases -- heavy emphasis on cultural competence and on communication with all individuals  LGDs dealing with culture and communication  Lab  Interactions with guest patients  Field Visits  OSCE  Triple Jump	OSCE and triple jump grading rubrics	Y	100%

				practitioners, interdisciplinary team members, consumers, payers, and policymakers.				
			PT 740 Professional Practice I	<p>Apply appropriate interpersonal communication skills, both verbal and nonverbal, in simulated clinical situations including patient interviews, and challenging situations such as breaking bad news, or suspected abuse</p> <p>Synthesize information about professional communication from the peer-reviewed literature and discuss relevance to the individual's own life experiences and future practice</p>	<p>Role playing, case simulations</p> <p>Reading and discussion current articles &amp; written assignment</p>	<p>Role playing &amp; discussion</p> <p>Written article review rubric, Class discussion</p>	Y	100%
			Guatemala Trip		Interactions with all disciplines and with patients from another culture	Patient outcomes & communication with others	N	~15%

			PT 825 Contemporary Practice in PT	Analyze the role of the physical therapist in delegation of responsibility and supervision of support personnel.	LGD, Tutorial, PT/PTA Workshop	Tutorial Assignment	Y	100%
			PT 651, 752, 853 & 854 (Clinical Education I, II, III & IV)	Communicate in ways that are congruent with situational needs.	Clinical Practice	APTA Clinical Performance Instrument (CPI)  Blackboard Discussion Board	Y	100%
Apply a holistic perspective to patients/clients for health and wellness		Adapt delivery of physical therapy services with consideration for patients' differences, values, preferences, and needs.	PT723 Examination & Documentation III - Medically Complex Patients	Consider the impact of risks and buffers (i.e. cognitive status, gender, culture, learning/communication style, lifespan status, faith, socioeconomic status, m, mental, psychosocial issues, sexuality or coping skills may affect the choice, modification or expected outcomes of examination procedures or tests and measurements for a given patient.  Evaluate the implications of prescription, over-the- counter, and alternative medicine use that may	Tutorial cases  LGD, Lab, Patients to Lab, Develop of exercise prescriptions	Tutorials,  OSCE and Triple Jump Rubrics to consider a systems approach, Lend Us Your Legs Assignment	Y	100%

				<p>impact on physical therapy care, including impact on physiologic response to injury, tissue healing, risk of complications, prognosis, and need for precautions.</p>				
			<p>PT 733 Evaluation Intervention III Management of Medically Complex Patients</p>	<p>Evaluate the potential impact of individual factors such as cognitive status, gender, culture, faith, learning/communication style, lifespan status, socioeconomic status, psychosocial issues, sexuality, adherence, motivation, or coping skills on the choice, modification or expected outcomes of interventions for a given patient.</p> <p>Apply information about family, culture, faith, and social support networks, community resources, cultural background and faith and their effects on patient response to healthcare, to clinical decision-making</p> <p>Develop appropriate health promotion</p>	<p>Tutorial, labs LGD discussion, Patients in labs</p>	<p>Tutorials, Written exams OSCE &amp; Triple Jump Rubrics</p>	Y	100%

				interventions and education aimed at enhancing function and reducing risk of disease or disability				
			Guatemala Trip		Interactions with all disciplines and with patients from another culture considering patients/families needs	Patient outcomes	N	~15%
			PT 651, 752, 853 & 854, Clinical Education I, II, III, & IV	Adapt delivery of physical therapy services with consideration for patients' differences, values, preferences, and needs.	Clinical Practice (38 weeks full time)	APTA Clinical Performance Instrument (CPI)  Blackboard Discussion Board	Y	100%
Demonstrate readiness for interprofessional collaboration for the benefit of individuals and society		Participate in interprofessional activities for the benefit of patients, families, and community.  Communicate effectively with						
			Guatemala Trip		Interactions with all disciplines and with patients from another culture	Patient outcomes, successful interactions	N	~15%
			PT 713 Structure & Function III	Describe the roles and responsibilities of members of the healthcare team	Tutorial cases -- regular research on roles of other	Tutorials, Written Exams	Y	100%



		patients, families, caregivers, other disciplines and the community in ways that are congruent with situational needs		likely to be involved in the care of individuals with pathologies studied and variations in roles based upon interdisciplinary healthcare	providers and collaboration			
			PT 733 Evaluation & Intervention III Management of Medically Complex Patients	Apply models of collaboration and principles of delegation/supervision in clinical practice settings that involve various members of the healthcare team including but not limited to physicians (MD, DO, DPM, DDS), nurses, physical and occupational therapists, speech language pathologists, respiratory therapists, social workers, orthotists/prosthetists, and supportive personnel such as physical therapist assistants, certified occupational therapist assistants, and aides	Tutorial, LGD, Lab PT/OT Lab  PT/OT Safe Patient Handling activity  Field visits to subacute rehab and acute care settings	Outcome survey for PT/OT lab  Student journal writing	Y	100%
			PT 651, 752, 853 & 854, Clinical Education I, II, III, & IV	Communicate in ways that are congruent with situational needs  Determine with each patient encounter the	Clinical Practice (38 weeks full time)	APTA Clinical Performance Instrument (CPI)	Y	100%

				<p>patient's need for further examination or consultation by a physical therapist or referral to another healthcare professional</p> <p>Educate others (patients, caregivers, staff, students, other healthcare providers, business and industry representatives, school systems) using relevant and effective teaching methods.</p>		Blackboard Discussion Board		
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## Speech Language Pathology Curriculum Map

A	B	C	D	E	F	G	H	I
College-wide SLOs	Program	Program outcomes (aligned w/CHP SLOs)	Course number and name or Co-curricular activity	Course objectives (aligned w/CHP SLOs)	Learning strategies	Methods for measuring outcomes	Required? (Y/N)	% Students involved
Apply ethical principles in approaches to learning, research and practice	SLP	CFCC Standard Standard IV-E: Demonstrate knowledge of standards of ethical conduct.	SLP 570 Research Methods and EBP	Understand the ethical conduct of researchers with clinical populations (ASHA Standard IV-E).	- Read, watch related video, discuss, and apply the Belmont Report - Watch video, explore examples, and discuss the process of informed consent and consent forms	- Ethics assignment - Assessment of ethical principles/issues in design of treatment study, critically appraised topic	Y	100%
			SLP 507/508 Clinical Practicum/Seminar IV	Understand ASHA – Ethics statement for role as SLP Independently adhere to ASHA Code of Ethics and demonstrate professional behavior	Discuss frequently encountered clinical scenarios Clinical fieldwork; planning and debriefing sessions; clinical documentation	Class discussion Weekly reflection and feedback forms; midterm and final evaluations	Y	100%
			SLP 690 Capstone	Apply ASHA – Ethics statement for role as SLP Independently adhere to ASHA Code of Ethics and demonstrate professional behavior to a case study	Write a critical appraisal of a case in student's portfolio of clinical experiences, evaluating ethical issues	Course final project	Y	100%
Apply critical thinking and problem-solving skills	SLP		SLP 570: Research and Evidence-based Practice	Critically evaluate published research, using evidence-based practice procedures, to determine	Complete a critically appraised topic project	Evaluation of Critically appraised topic	Y	100%

A	B	C	D	E	F	G	H	I
College-wide SLOs	Program	Program outcomes (aligned w/CHP SLOs)	Course number and name or Co-curricular activity	Course objectives (aligned w/CHP SLOs)	Learning strategies	Methods for measuring outcomes	Required? (Y/N)	% Students involved
				relevance and application to clinical practice across a variety of disorders and age groups (ASHA Standard IV-F).		paper and poster presentation		
			SLP 601/602 Clinical Practicum/Seminar V	Independently and accurately interpret assessment data, formulate diagnosis and design recommendations from test results and history	Clinical fieldwork; planning and debriefing sessions; clinical documentation	Weekly self-reflection and feedback forms; midterm and final evaluations	Y	100%
			SLP 530 Language & Literacy Disorders in School-Age Children	<p>1. Evidence emerging skill to interpret possible patterns accounting for why individual students are struggling with oral-written language connections (ASHA Standard IV-D).</p> <p>2. Connect how desired outcomes should lead to clearly specified intervention goals and procedures in the evidence-based integration of language and literacy learning (ASHA Standard IV-F).</p>	Article presentation and discussion; PBL	Assessment of article presentation and PBL products, research response paper	Y	100%

A	B	C	D	E	F	G	H	I
College-wide SLOs	Program	Program outcomes (aligned w/CHP SLOs)	Course number and name or Co-curricular activity	Course objectives (aligned w/CHP SLOs)	Learning strategies	Methods for measuring outcomes	Required? (Y/N)	% Students involved
			SLP 507/508 Clinical Practicum/Seminar IV	Understand lab values and their relevance/application to treatment plan	Review lab values in case scenarios	Small group activity	Y	100%
Engage in evidence-based practice through use of relevant information technology and analysis of professional literature	SLP	CFCC Standard IV-F Demonstrate knowledge of processes used in research and of the integration of research principles into evidence-based clinical practice.	SLP 570: Research and Evidence-based Practice	Describe the various components of the research process (ASHA Standard IV-F). Select and judge the appropriateness of different research designs for quantitative, qualitative, and clinical research applications (ASHA Standard IV-F). Critically evaluate published research, using evidence-based practice procedures, to determine relevance and application to clinical practice across a variety of disorders and age groups (ASHA Standard IV-F).	- EBP outline/graphic (e.g., concept map) assignment - Methodologies assignment - Design a treatment study - Critically appraised topic (paper and presentation)	- Instructor grades on assignments listed and CAT project	Y	100%
			SLP 690 SLP Capstone	Apply principles of evidence-based practice to a critical case review	Reflect and critique one's own previous practice decisions, based on review of evidence-based practice	Class discussion Capstone project	Y	100%

A	B	C	D	E	F	G	H	I
College-wide SLOs	Program	Program outcomes (aligned w/CHP SLOs)	Course number and name or Co-curricular activity	Course objectives (aligned w/CHP SLOs)	Learning strategies	Methods for measuring outcomes	Required? (Y/N)	% Students involved
			SLP 510 Language Disorders from Birth to Five	Select current evidence sources that best support the selection of approaches that can support individual needs of young children and their families (ASHA Standards IV-D and IV-F).	PBL, Research response paper	Research response paper	Y	100%
			SLP 550 Dysphagia	Devise research-supported therapy/management plans for the treatment of specific swallowing impairments, taking into account motivation level, quality of life, cultural, ethical, and moral issues (ASHA Standard IV-D, V-A and V-B)	Short paper 3: Identify one evaluation or treatment technique for dysphagia in children or adults. Describe in detail how and why you would implement the technique. Specify when the technique would and would not be indicated. Refer to efficacy data that supports its use.	Short paper 3	Y	100%
			SLP 560 Neurogenics 2	Present evidence-based assessment protocols for the evaluation of ACCDs in adolescents, adults and older adults	Lectures, readings demonstrations, problem-based learning activities	Exams I and II, Instructor grade on PBL assessment presentations	Y	100%
Demonstrate knowledge, skills, attitudes	SLP	CFCC Standard IV-G Demonstrate knowledge of	SLP 501/502 Clinical	Select and administer appropriate speech,	Selected readings from course text;	Formative: In-class group activity and class	Y	100%

A	B	C	D	E	F	G	H	I
College-wide SLOs	Program	Program outcomes (aligned w/CHP SLOs)	Course number and name or Co-curricular activity	Course objectives (aligned w/CHP SLOs)	Learning strategies	Methods for measuring outcomes	Required? (Y/N)	% Students involved
and values of professional behaviors that will lead to success in future healthcare practice		contemporary professional issues that affect speech-language pathology, including trends in professional practice, academic program accreditation standards, ASHA practice policies and guidelines, and reimbursement procedures. CFCC Standard IV-H Demonstrate knowledge of entry level and advanced certifications, licensure, and other relevant professional credentials, as well as local, state, and national regulations and policies relevant to professional practice.	Practicum/Seminar I	language, voice, fluency, and pragmatic assessment  Complete administrative functions and documentation necessary to support evaluation and treatment	Review CCC standards that related to SLP role; Compare-Contrast various treatment options and how they relate to CCC and EBP	discussion Summative: *Self-critique video with write-up		
			SLP 601/602 Clinical Practicum V	1. Independently select and administer appropriate speech, language, voice, fluency, and pragmatic assessment  2. Independently complete administrative functions and documentation necessary to support evaluation and treatment  3. Independently implement treatment plans, according to EBP and CCT standards	Clinical fieldwork; planning and debriefing sessions; clinical documentation	Weekly self-reflection and feedback forms; midterm and final evaluations	Y	100%
			SLP 510 Child Language Disorders Birth-5	1. Demonstrate accurate test scoring and interpretation Demonstrate ability to select and administer	1. Assessment skill activities; review of standardized tests	1. Language sample project	Y	100%

A	B	C	D	E	F	G	H	I
College-wide SLOs	Program	Program outcomes (aligned w/CHP SLOs)	Course number and name or Co-curricular activity	Course objectives (aligned w/CHP SLOs)	Learning strategies	Methods for measuring outcomes	Required? (Y/N)	% Students involved
				<p>formal and informal assessment procedures</p> <p>2. Use and interpret a variety of tools currently employed in diagnosis and assessment, including standardized tests, informal procedures and language sampling; Demonstrate the ability to use language sampling for assessment and intervention planning.</p> <p>3. Design appropriate recommendations for language intervention for preschool children based on assessment data, including language sampling; Discuss connections between language and preliteracy development as they related to SLP practice</p>	2-3. Readings, lectures, class discussions, PBL	1-3. PBL product evaluation, final exam		
			SLP 580 Dysfluency	1. Administer assessment protocols including interviewing methods, diagnostic measures and instruments used in the	1. Lectures, readings, case study presentation and analysis	1. Instructor grade on case study papers	Y	100%



A	B	C	D	E	F	G	H	I
College-wide SLOs	Program	Program outcomes (aligned w/CHP SLOs)	Course number and name or Co-curricular activity	Course objectives (aligned w/CHP SLOs)	Learning strategies	Methods for measuring outcomes	Required? (Y/N)	% Students involved
				<p>assessment of those who stutter.</p> <p>2. Describe, compare, and contrast therapeutic procedures and programs for the treatment of stuttering with consideration of age as well as issues of cultural and linguistic difference, including skill development in motor speech modification strategies and counseling skills, considering evidential bases for practices</p>	2. Lectures, readings, class discussions and presentations	2. Instructor grade on case study papers; instructor grade on clinical report; instructor grade on workshop contribution; grade on in-class debate		
Communicate and collaborate effectively and appropriately in a variety of cultural contexts	SLP	CFCC Standard V-A Demonstrate skills in oral and written or other forms of communication sufficient for entry into professional practice.	SLP 525: Multicultural Issues in SLP	Demonstrate self-awareness, especially intercultural awareness, as it applies to SLP practice Evidence understanding of intercultural differences and similarities and their role in clinical practice Engage in and evaluate intercultural communication and its clinical applications	Readings and class activities	Identity map, written reflections, case studies	N	25%

A	B	C	D	E	F	G	H	I
College-wide SLOs	Program	Program outcomes (aligned w/CHP SLOs)	Course number and name or Co-curricular activity	Course objectives (aligned w/CHP SLOs)	Learning strategies	Methods for measuring outcomes	Required? (Y/N)	% Students involved
			SLP 503/504 Clinical Practicum/Seminar 2	Communicate effectively (recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client, family, caregivers) with client, family and rehabilitation team	Clinical fieldwork; planning and debriefing sessions; clinical documentation	Weekly self-reflection and feedback forms; midterm and final evaluations	Y	100%
			SLP 560 Neurogenics 2	Write an appropriate, culturally sensitive treatment plan for adolescents, adults and older adults with ACCD, taking into consideration both internal and external evidence	Lectures, readings, PBL cases and activities	Instructor grade on PBL treatment plan	Y	100%
			SLP 580 Dysfluency	Describe the condition of dysfluency as it occurs in different cultural and culturally different attitudes associated with it.	Lectures, readings, guest speakers, class discussion	Grade on clinical report	Y	100%
			SLP 585 Voice Disorders	Communicate and collaborate effectively and appropriately in a variety of cultural contexts –USED CHP SLO	Voice or resonance disorder management pamphlet: Pamphlets will be presented in class and may be disseminated to	Voice/resonance disorder management pamphlet: Work will be graded on accuracy and completeness of information, as	Y	100%

A	B	C	D	E	F	G	H	I
College-wide SLOs	Program	Program outcomes (aligned w/CHP SLOs)	Course number and name or Co-curricular activity	Course objectives (aligned w/CHP SLOs)	Learning strategies	Methods for measuring outcomes	Required? (Y/N)	% Students involved
					clients or other professionals.	well as professional appearance.		
			CHP Interprofessional Global Service Learning, Guatemala	Explore and discuss the culture of Guatemala to gain awareness, knowledge, and skills to work with the population being served	Daily reflection documentation (journal); Daily debriefing with interprofessional team after dinner.	Completion of Intercultural Development Inventory (IDI) pre- and post-program	N	4%
Apply a holistic perspective to patients/clients for health and wellness	SLP	CFCC Standard V-B. 3c Provide counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others.	SLP 580: Dysfluency	Discuss the condition of dysfluency and the handicap it presents in individuals' lives and in the lives of their families	Lectures, readings, guest speakers, class discussion, case study presentation and analysis	Instructor grade on case study papers; instructor grade on clinical report; instructor grade on clinical report	Y	100%
			SLP 520 Aural Rehabilitation	Discuss the counseling and ethical issues in working with families whose children are potential CI candidates, with reference to children from culturally and linguistically different backgrounds, particularly Deaf culture. Discuss the role of the SLP in promoting communicative wellness for people with hearing loss	Lectures, readings, role plays, case samples	Instructor grade of class activities; final exam	Y	100%

A	B	C	D	E	F	G	H	I
College-wide SLOs	Program	Program outcomes (aligned w/CHP SLOs)	Course number and name or Co-curricular activity	Course objectives (aligned w/CHP SLOs)	Learning strategies	Methods for measuring outcomes	Required? (Y/N)	% Students involved
			SLP 500 Speech-Sound Disorders	Discuss the condition of SSD and the impact it presents in individuals' lives and in the lives of their families	Lectures, readings, guest speakers, class discussion, case study presentation and analysis	Case study analysis	Y	100%
Demonstrate readiness for inter-professional collaboration for the benefit of individuals and society	SLP	CFCC Standard V B. 3b Collaborate with other professionals in case management.	SLP 510: Language Disorders 0-5	Demonstrate knowledge and skills in interprofessional case management and problem solving	Interprofessional problem-based learning activities	PBL assessment	Y	100%
			SLP 511: Intensive Clinical Workshop: Neurogenic Disorders	Demonstrate knowledge and skills in interprofessional practice	Interprofessional clinical experiences	Pre/post administration of The Entry Level Interprofessional Questionnaire	N	50%
			SLP 600: Autism, AAC, and Severe Disorders of Communication	Demonstrate K&S in interprofessional case management and problem solving	Interprofessional problem-based learning activities	PBL assessment	Y	100%
			SLP/OT/SPED 680 Education of Children with ASD	Demonstrate K&S in interprofessional case management and problem solving	Interprofessional problem-based learning activities	PBL assessment; interprofessional oral class presentations	N	25%
			SLP 601/602 Clinical Practicum/Seminar V	Interdisciplinary Partners and the relationship to SLP role in schools Independently communicate effectively (recognizing the needs, values, preferred mode of communication, and	Selected readings from course text; List roles and responsibilities of various interdisciplinary partners Clinical fieldwork; planning	Formative: Small group activity with oral summaries; Summative: *Observation with write-up Weekly reflection and feedback	Y	100%

A	B	C	D	E	F	G	H	I
College-wide SLOs	Program	Program outcomes (aligned w/CHP SLOs)	Course number and name or Co-curricular activity	Course objectives (aligned w/CHP SLOs)	Learning strategies	Methods for measuring outcomes	Required? (Y/N)	% Students involved
				cultural/linguistic background of the student, family, caregivers) with student, staff, family and ppt team	and debriefing sessions; clinical documentation	forms; midterm and final evaluations		
			SLP 505/506 Clinical Practicum/Seminar IV	Demonstrate knowledge of key professional issues: Productivity, time management and POS documentation	Discuss challenges in the workplace through case scenarios	Class discussion	Y	100%

Appendix B: Assessment Rubrics  
(in order to the student learning outcomes)

## ETHICAL REASONING VALUE RUBRIC

CHP SLO: Apply ethical principles in approaches to learning, research, and practice.

### Definition

Ethical Reasoning is reasoning about right and wrong human conduct. It requires students to be able to assess their own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas and consider the ramifications of alternative actions. Students' ethical self-identify evolves as they practice ethical decision-making skills and learn how to describe and analyze positions on ethical issues.

Criteria	Benchmark 1	Milestone 2	Milestone 3	Capstone 4	Not Observed
Ethical Self-Awareness	Student states either their core beliefs or articulates the origins of the core beliefs but not both.	Student states both core beliefs and the origins of the core beliefs.	Student discusses in detail/analyzes both core beliefs and the origins of the core beliefs.	Student discusses in detail/analyzes both core beliefs and the origins of the core beliefs and discussion has greater depth and clarity.	
Understanding Different Ethical Perspectives/Concepts	Student only names the major theory she/he uses.	Student can name the major theory she/he uses, and is only able to present the gist of he named theory.	Student can name the major theory or theories she/he uses, can present the gist of said theory or theories and attempts to explain the details of the theory or theories used, but has some inaccuracies.	Student names the theory or theories, can present the gist of said theory or theories, and accurately explains the details of the theory or theories used.	
Ethical Issue Recognition	Student can recognize basic and obvious ethical issues but fails to grasp complexity or interrelationships.	Student can recognize basic and obvious ethical issues and grasp (incompletely) the complexities or	Student can recognize ethical issues when issues are presented in a complex, multilayered (gray) context OR can	Student can recognize ethical issues when presented in a complex, multilayered (gray) context AND can recognize cross-	

		interrelationships among the issues.	grasp cross-relationships among the issues.	relationships among the issues.	
Application of Ethical Perspectives/Concepts	Students can apply ethical perspectives/concepts to an ethical question with support (using examples, in a class, in a group, or a fixed-choice setting) but is unable to apply ethical perspectives/concepts independently (to a new example).	Student can apply ethical perspectives/concepts to an ethical question, independently (to a new example) and the application is inaccurate.	Student can independently (to a new example) apply ethical perspectives/concepts to an ethical question, accurately, but does not consider the specific implications of the application.	Student can independently apply ethical perspectives/concepts to an ethical question, accurately, and is able to consider full implications of the application.	
Evaluation of Different Ethical Perspectives/ Concepts	Student states a position but cannot state the objectives to an assumptions and limitations of the different perspectives/concepts.	Student states a position and can state the objectives to, assumptions and implications of different ethical perspectives/ concepts but does not respond to them (and ultimately objections, assumption, and implications are compartmentalized by student and do not affect student's position).	Student states a position and can state the objections to, assumptions and implications of, different ethical perspectives/concepts, but the students response is inadequate.	Student states a position and can state the objections to, assumptions and implications of and can reasonably defend against the objections to, assumptions and implications of different ethical perspectives/concept, and the students defense is adequate and effective.	



# CRITICAL THINKING AND PROBLEM SOLVING RUBRIC

CHP SLO: Apply critical thinking and problem-solving skills

## Definition

“Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion” (Curran et al., 2011, p. 25). “Problem solving is the process of designing, evaluating, and implementing a strategy to answer an open-ended question or achieve a desired goal” (Curran et al., 2011, p. 41).

## Resources:

[3](#)Curran, V.R., Hollett, A., Casimiro, L., McCarthy, P., Banfield, V., Hall, P., Lackie, K., Oandasan, I., Simmons, B., Tremblay, M., & Wagner, S.J. (2011). Development and validation of the interprofessional collaborator assessment rubric (ICAR). *Journal of Interprofessional Care*, (25), 339-344.

<http://www.med.mun.ca/CCHPE/Faculty-Resources/Interprofessional-Collaborator-Assessment-Rubric.aspx>

Criteria	Benchmark 1	Milestone 2	Milestone 3	Capstone 4	Not Observed
Explanation of Issue or Problem	Issue/problem identified, but not fully explained	Issue/problem is considered critically but explanation leaves some concepts undefined or absent	Issue/ problem is considered critically and explained clearly	Issue/problem is considered critically, explained clearly and comprehensively; relevant information is delivered in a meaningful and understandable manner	
Influence of Context and Assumptions	Shows an emerging awareness of assumptions and relevant contextual factors	Questions some assumptions and relevant contextual factors; may be more aware of others' assumptions than one's own (or vice versa)	Identifies own and others' assumptions and some relevant contextual factors	Systematically analyzes own and others' assumptions and evaluates relevant contextual factors	
Evaluate & Implement Solutions	Identifies solutions and consequences with prompting; has difficulty articulating rationale for chosen solutions	Identifies solutions and consequences; begins to articulate rationale for chosen solutions	Logically evaluates solutions and consequences; is able to articulate rationale for chosen solutions	Thoroughly and logically evaluates solutions and consequences; is able to clearly articulate rationale for chosen solutions	

Connect, Synthesize, Transform	Describes disparate ideas or solutions	Compares and contrasts disparate ideas or solutions	Analyzes and begins to connect ideas or solutions	Connects and synthesizes ideas or solutions into a coherent whole	
Reflection	With prompting, reviews prior learning* at a superficial level	With prompting, reviews prior learning and demonstrates somewhat clarified understanding	Reviews prior learning with some depth and demonstrates clarified understanding	Reviews prior learning in depth and demonstrates changed perspectives	

\*Prior learning: past experiences inside and outside of the classroom

## EVIDENCE-BASED PRACTICE RUBRIC

CHP SLO: Engage in evidence-based practice through use of relevant information technology and analysis of professional literature

Definition: The most common definition of Evidence-based practice (EBP) is from Straus, Glasziou, Richardson, and Haynes (2011) "Evidence-based medicine (EBM) requires the integration of the best research evidence with our clinical expertise and our patient's unique values and circumstances" (p.1).

### Resources

3Curran, V.R., Hollett, A., Casimiro, L., McCarthy, P., Banfield, V., Hall, P., Lackie, K., Oandasan, I., Simmons, B., Tremblay, M., & Wagner, S.J. (2011). Development and validation of the interprofessional collaborator assessment rubric (ICAR). *Journal of Interprofessional Care*, (25), 339-344.

<http://www.med.mun.ca/CCHPE/Faculty-Resources/Interprofessional-Collaborator-Assessment-Rubric.aspx>

4Straus, S.E., Glasziou, P., Richardson, W.S., & Haynes, R.B. (2011). *Evidence-based medicine: How to practice and teach it*, 4th ed. New York, NY: Churchill Livingstone.

Criteria	Benchmark 1	Milestone 2	Milestone 3	Capstone 4	Not Observed
Recognition of Question or Problem	Identifies the main question or problem, but unable to provide explanation	Identifies the question or problem including at least one logical explanation	Identifies the question or problem and demonstrates an understanding of the scope of the issues involved	Demonstrates a thorough understanding of the question or problem and related issues; generates appropriate hypotheses	
Accesses Needed Information	Accesses information randomly; retrieves information that lacks relevance and quality	Accesses information using simple search strategies; retrieves information from limited and similar sources	Accesses information using variety of search strategies and some relevant information sources; demonstrates ability to refine search	Accesses information using effective, well-designed search strategies and appropriate information sources	
Critical Appraisal	Discusses strengths or weaknesses for at least one source of evidence including clinical expertise, patient/client	Discusses strengths and weaknesses for one source of evidence including clinical expertise, patient/client	Discusses strengths and weaknesses of two or more sources of evidence including clinical expertise, patient/client	Organizes and synthesizes multiple sources of evidence, including clinical expertise, patient/client	

	values/preferences, and research	values/preferences, and research	values/preferences and research	values/preferences and research	
Draws Conclusions	Draws conclusions without consideration of evidence	Draws conclusions with some consideration of evidence	Draws logical conclusions based upon consideration of evidence	Develops logical conclusions based upon evaluation of evidence and consideration of possible consequences	
Quantitative and Qualitative Research Methodologies	Unable to recognize research methods	Recognizes a limited number of research methods	Demonstrates an understanding of quantitative and qualitative research methodologies	Demonstrates a comprehensive understanding of quantitative and qualitative research methodologies and selects methods appropriate to the situation	

# PROFESSIONAL BEHAVIORS RUBRIC

CHP SLO: Demonstrate knowledge, skills, attitudes of professional behaviors that will lead to success in future healthcare practice

## Definition

Professional Behaviors: The variety of behaviors required for professional success; the behaviors reflect the values of a given profession and cross disciplinary lines. The behaviors include striving for excellence, displaying honesty and integrity, maintaining a professional demeanor, recognizing limits and when to seek help, and demonstrating dependability and appropriate initiative.

## Resources:

5AAC&U: <http://www.aacu.org/sites/default/files/CharacterTraitsofthe5Dimensions.pdf>

6Professional Behaviors for the 21st Century: [http://www.franklinpierce.edu/academics/gradstudies/programs\\_of\\_study/doctor\\_physical\\_therapy/Professional-Behaviors-21st-Century-DPT-Background.htm](http://www.franklinpierce.edu/academics/gradstudies/programs_of_study/doctor_physical_therapy/Professional-Behaviors-21st-Century-DPT-Background.htm)

7UMASS Guidelines for Professional Behavior: <http://www.umassmed.edu/uploadedfiles/Professionalism.pdf>

Criteria	Benchmark 1	Milestone 2	Milestone 3	Capstone 4	Not Observed
Professional Demeanor	Requires guidance to maintain professional demeanor	Maintains professional demeanor and appearance in most contexts	Consistently maintains professional demeanor and appearance in all contexts (Score=4)		
Striving for Excellence	Demonstrates lack of self-directedness and initiative, but some interest in learning	Demonstrates emerging self-directedness, initiative, and interest in learning	Demonstrates self-directedness, initiative, and commitment to learning (Score=4)		
Integrity & Honesty	Recognizes the importance of behaving honestly, fairly, and with respect for others and their work	Inconsistently behaves honestly, fairly, and with respect for others and their work	Consistently behaves honestly, fairly, and with respect for others and their work (Score=4)		
Responsibility & Dependability	Recognizes the importance of accountability for own actions, follow-through on commitments	Inconsistently demonstrates accountability for own actions, follow-through on commitments	Consistently demonstrates accountability for own actions, follows through on commitments		

	and responsibilities, and effective management of time and resources	and responsibilities, and management of time and resources effectively	and responsibilities, and manages time and resources effectively (Score=4)		
Self-Awareness	Unable to estimate own abilities; does not seek help when appropriate	Demonstrates a limited understanding of own abilities; sometimes seeks help when appropriate	Considers own abilities and knowledge; seeks help when appropriate	Accurately estimates own abilities, knowledge, and opportunities for improvement; seeks help when appropriate	

## COMMUNICATION RUBRIC

CHP SLO: Communicate and collaborate effectively and appropriately in a variety of cultural contexts.

### Definition

Effective communication and collaboration in diverse cultural contexts entails well-organized and professional oral and written language, with a compelling central message and polished delivery. This includes the ability to engage in culturally appropriate discussion, decision-making, and collaboration with peers, mentors, clients/patients, caregivers, and team members. It further entails the ability to foster intercultural communication, and share and alternate leadership as appropriate to the patient/client's needs. Finally, effective communication involves the ability to ask and answer complex questions about other perspectives, as well as express, listen, and adapt to others to establish relationships.

<sup>3</sup>Curran, V.R., Hollett, A., Casimiro, L., McCarthy, P., Banfield, V., Hall, P., Lackie, K., Oandasan, I., Simmons, B., Tremblay, M., & Wagner, S.J. (2011). Development and validation of the interprofessional collaborator assessment rubric (ICAR). *Journal of Interprofessional Care*, (25), 339-344.

<http://www.med.mun.ca/CCHPE/Faculty-Resources/Interprofessional-Collaborator-Assessment-Rubric.aspx>

<sup>8</sup>Rhodes, T.L. (ED). (2010). *Assessing outcomes and improving achievement: Tips and tools for using rubrics*. Washington DC: Association of American Colleges and Universities.

Criteria	Benchmark 1	Milestone 2	Milestone 3	Capstone 4	Not Observed
Oral Communication	Demonstrates awkward delivery and partially organized oral communication; lacks a central message and/or use of professional language	Demonstrates understandable and mostly organized oral communication; unclear central message and some use of professional language	Demonstrates effective delivery and well-organized oral communication; clear central message with use of professional language most of the time	Consistently demonstrates professional delivery and well-organized oral communication; clear central message with consistent use of professional language	
Written Communication	Demonstrates awkward delivery and partially organized written communication; lacks a central message and/or use of professional language	Demonstrates understandable and mostly organized written communication; unclear central message and some use of professional language	Demonstrates effective delivery and well-organized written communication; clear central message with use of professional language most of the time	Consistently demonstrates professional delivery and well-organized written communication; clear central message with consistent use of professional language	

Culturally Appropriate Communication	Communicates in diverse contexts, showing ability to do one of the following: express, listen, or adapt ideas and messages based on others' perspectives	Communicates in diverse contexts showing ability to do two of the following: express, listen, and/or adapt ideas and messages based on others' perspectives	Effectively communicates in diverse contexts showing ability to do all of the following: express, listen, and adapt ideas and messages based on others' perspectives	Tailors communication strategies to effectively express, listen, and adapt to others to establish relationships to further culturally appropriate healthcare	
Inquiry Skills	Demonstrates minimal interest in learning more about other perspectives	Asks simple or surface questions about other perspectives	Asks higher-level questions; seeks out answers that reflect multiple perspectives	Asks complex questions; seeks out and articulates answers that reflect multiple perspectives	
Team Functioning	Begins to participate in discussions with team members; is unable to share or alternate leadership	Participates in discussions with team members; has difficulty sharing or alternating leadership	Consistently contributes to discussions with team members; begins to share and/or alternate leadership as appropriate	Consistently fosters communication among team members; and shares and/or alternates leadership as appropriate	



## HOLISTIC PERSPECTIVE RUBRIC

CHP SLO: Apply a holistic perspective to patients/clients for health and wellness

Definition: a system of comprehensive or total client/patient care that considers the physical, emotional, socio-cultural, economic, and spiritual needs of the individual; his or her response to health, illness, and disability; and the effect of those on the ability to meet self-care needs for optimal health and wellbeing (Mosby's Medical Dictionary, 9th edition. 2009, Elsevier).

Criteria	Benchmark 1	Milestone 2	Milestone 3	Capstone 4	Not Observed
Holistic Needs Assessment	Gathers information; misses key components	Gathers broader range of information, but still misses some key components	Gathers most information critical to optimal health and wellbeing; may miss a few components	Comprehensively gathers information to achieve optimal health and wellbeing	
Holistic Management	Develops approach that omits relevant aspects of health and wellbeing	Develops approach that addresses some relevant aspects of health and wellbeing; unable to plan next steps	Develops approach that addresses relevant aspects of health and wellbeing; able to plan next steps with guidance	Develops a comprehensive approach that addresses relevant aspects of health and wellbeing; able to plan next steps	
Holistic Resources	Types of information selected do not relate to issues or questions	Types of information selected partially relate to issues or questions	Types of information selected relate to issues or questions	Types of information selected directly relate to issues or questions	
Holistic Analytical Thinking	Presents limited perspectives of an issue or question	Presents, from multiple perspectives, several aspects of an issue or question	Presents, from multiple perspectives, many aspects of an issue or question	Analyzes, from multiple perspectives, all aspects of an issue or question	

## INTERPROFESSIONAL READINESS RUBRIC

CHP SLO: Demonstrate readiness for interprofessional collaboration for the benefit of individuals and society.

### Definition

Interprofessional collaboration is defined as the continuous interaction and knowledge-sharing among health professionals, the client/patient, and caregivers to assess, plan for care, and make the best, most effective and efficient decisions for the care of patients/clients or populations (Interprofessional Education Collaborative Expert Panel, 2011). The IP team consists of the various healthcare professionals, clients/patients, families, and caregivers. Interprofessional readiness involves demonstration of mutual respect and trust between team members, responsive and respectful communication that enhances team functioning, ability to establish and maintain collaborative team relationships, ability to explain one's own and other's roles and responsibilities related to patient/client and caregiver care, and ability to effectively manage and resolve conflicts with other providers, patients/clients, and caregivers (Curran et al., 2011).

3Curran, V.R., Hollett, A., Casimiro, L., McCarthy, P., Banfield, V., Hall, P., Lackie, K., Oandasan, I., Simmons, B., Tremblay, M., & Wagner, S.J. (2011). Development and validation of the interprofessional collaborator assessment rubric (ICAR). *Journal of Interprofessional Care*, (25), 339-344.

<http://www.med.mun.ca/CCHPE/Faculty-Resources/Interprofessional-Collaborator-Assessment-Rubric.aspx>

9Interprofessional Education Collaborative Expert Panel. (2011, May). Core competencies for interprofessional collaborative practice: Report of an expert panel. Washington, DC: Interprofessional Education Collaborative. <http://www.aacn.nche.edu/education-resources/IPECReport.pdf>

8Rhodes, T.L. (ED). (2010). Assessing outcomes and improving achievement: Tips and tools for using rubrics. Washington DC: Association of American Colleges and Universities.

Criteria	Benchmark 1	Milestone 2	Milestone 3	Capstone 4	Not Observed
Mutual Respect	Treats all team members respectfully most of the time; has difficulty suspending judgement in interactions with others	Treats all team members respectfully; suspends judgement in interactions with others some of the time	Treats all team members respectfully; suspends judgement in interactions with others most of the time	Treats all team members respectfully; suspends judgement in all interactions	
Communication	Supports team efforts through polite communication some of the time; unable to	Supports team efforts through polite communication; demonstrates awareness of	Supports a positive team climate through polite communication; begins to negotiate shared	Supports a constructive team climate through effective communication; skillfully negotiates shared	

	negotiate a shared understanding for the benefit of the patient/client	the need to create shared understanding for the benefit of the patient/client	understandings for the benefit of the patient/client	understanding for the benefit of the patient/client	
Collaboration	Engages team members by taking turns and listening to others without interrupting some of the time	Engages team members in ways that facilitate their contributions; asks questions for clarification	Engages team members in ways that facilitate their contributions by constructively building upon the contributions of others	Engages team members in ways that facilitate their contributions by both constructively building upon and synthesizing the contributions of others; invites others to engage	
Roles and Responsibilities	Identifies limited understanding of own and others' roles and responsibilities	Identifies general understanding of own and others' roles and responsibilities	Identifies general understanding of own and others' roles and responsibilities; shares leadership based on team members' abilities	Demonstrates a complex understanding of own and others' roles and responsibilities; shares leadership as appropriate for the discipline	
Manage and Resolve Conflicts	Passively listens to alternate viewpoints	Identifies and acknowledges conflict	Identifies and acknowledges conflict and begins to identify potential strategies to manage/resolve it	Addresses conflict directly and constructively, and helps to manage/resolve it in a way that strengthens overall team effectiveness	

Appendix C: Artifacts Selected for Each Rubric Criteria by Program  
(starts on next page to maintain formatting)

Student Learning Outcome #1: Apply ethical principles in approaches to learning, research and practice.

Rubric Criteria <sup>1</sup>	Program	Artifacts (course #)
Ethical Self-Awareness	Athletic Training	AT 275: Debate Exercises
	Exercise Science	"10 Ethical Issues Facing Health/Fitness Professional" (EX 366)
	Exercise Science (masters)	Provision of Health Promotion activity assignment (EX 562/563)
	Healthcare Informatics	HINF 613 Legal Case Study
	Health Science	HS301 Case Studies
	Occupational Therapy	OT607-IP ethics
	Physical Therapy	PT741 Ethics Case Negotiation Rubric
	Physician Assistant	
	Speech Pathology	SLP 507 Ethics assignment
Understanding Different Ethical Perspectives/Concepts	Athletic Training	AT 275: Debate Exercises
	Exercise Science	"10 Ethical Issues Facing Health/Fitness Professional" (EX 366)
	Exercise Science (masters)	Provision of Health Promotion activity assignment (EX 562/563)
	Healthcare Informatics	HINF 613 Reflection
	Health Science	HS351 Reflections
	Occupational Therapy	OT607-IP Ethics Assignment
	Physical Therapy	PT741 Ethics Case Negotiation Rubric PT825 Written Assignments
	Physician Assistant	PT741 Ethics Case Negotiation Rubric

	Speech Pathology	SLP 507 Ethics assignment
Ethical Issue Recognition	Athletic Training	AT 275: Debate Exercises
	Exercise Science	"10 Ethical Issues Facing Health/Fitness Professional" (EX 366)
	Exercise Science (masters)	Provision of Health Promotion activity assignment (EX 562/563)
	Healthcare Informatics	NA
	Health Science	HS351 Presentations
	Occupational Therapy	OT607 IP Ethics assignment
	Physical Therapy	PT 825 Written assignment rubric
	Physician Assistant	
	Speech Pathology	SLP 507 Ethics assignment
Application of Ethical Perspectives/Concepts	Athletic Training	AT 275: Debate Exercises
	Exercise Science	"10 Ethical Issues Facing Health/Fitness Professional" (EX 366)
	Exercise Science (masters)	Provision of Health Promotion activity assignment (EX 562/563)
	Healthcare Informatics	HINF 613 Reflection Blog
	Health Science	HS351 Presentations
	Occupational Therapy	OT501 Code of Ethics
	Physical Therapy	PT825 Written Assignments rubric
	Physician Assistant	
	Speech Pathology	SLP 507 Ethics assignment

Evaluation of Different Ethical Perspectives/Concepts	Athletic Training	AT 275: Debate Exercises
	Exercise Science	"10 Ethical Issues Facing Health/Fitness Professional" (EX 366)
	Exercise Science (masters)	Provision of Health Promotion activity assignment (EX 562/563)
	Healthcare Informatics	NA
	Health Science	HS351 Presentations
	Occupational Therapy	OT607 IP Ethics assignment
	Physical Therapy	PT741 Ethics Case Negotiation Rubric
	Physician Assistant	
	Speech Pathology	SLP 507 Ethics assignment

\*Please see 'Assessment Rubrics' document for criteria definitions and scoring information.

Student Learning Outcome #2: Apply critical thinking and problem solving skills.

Rubric Criteria	Program	Artifacts (course #)
Explanation of Issue or Problem	Athletic Training	AT 221 PBL Case Study Guides
	Exercise Science	Literature Review (EX 362)
	Exercise Science (masters)	Research Proposal (EX 403)
	Healthcare Informatics	HINF 550 Final Project
	Health Science	HS354-Quality Improvement Projects
	Occupational Therapy	OT Triple Jump OT577 / OT548
	Physical Therapy	PT 744 Grand rounds Paper
	Physician Assistant	
	Speech Pathology	SLP 690 Capstone project
Influence of Context and Assumptions	Athletic Training	AT 221 PBL Case Study Guides
	Exercise Science	Literature Review (EX 362)
	Exercise Science (masters)	Research Proposal (EX 403)
	Healthcare Informatics	HINF 550 Final Project
	Health Science	HS353 Discussion Board
	Occupational Therapy	OT502 Activity Analysis assignment
	Physical Therapy	PT 744 Grand rounds Paper
	Physician Assistant	
	Speech Pathology	SLP 690 Capstone project



Evaluate & Implement Solutions	Athletic Training	AT 221 PBL Case Study Guides
	Exercise Science	Literature Review (EX 362)
	Exercise Science (masters)	Research Proposal (EX 403)
	Healthcare Informatics	Research Paper/Policy Paper (HINF 502, 552)
	Health Science	HS304 Program Evaluation
	Occupational Therapy	OT543 Needs Assessment
	Physical Therapy	PT 861 Capstone paper
	Physician Assistant	
	Speech Pathology	SLP 690 Capstone project
Connect, Synthesize Transform	Athletic Training	AT 221 PBL Case Study Guides
	Exercise Science	Literature Review (EX 362)
	Exercise Science (masters)	Research Proposal (EX 403)
	Healthcare Informatics	Research Paper/Presentation(HINF 502, 552)
	Health Science	HS355 Capstone Paper
	Occupational Therapy	OT543 Needs Assessment
	Physical Therapy	PT 861 Capstone paper
	Physician Assistant	
	Speech Pathology	SLP 690 Capstone project
Reflection	Athletic Training	AT 221 PBL Case Study Guides
	Exercise Science	Case Studies (EX 366)

	Exercise Science (masters)	Site Evaluations (EX 562/564, 563/565)
	Healthcare Informatics	HINF 501 Group Case Study
	Health Science	HS353 Reflection Paper
	Occupational Therapy	OT527; OT 575: OT549-PBL Grading rubric
	Physical Therapy	PT 744 Grand Rounds Paper
	Physician Assistant	
	Speech Pathology	SLP 690 Capstone project

Please see 'Assessment Rubrics' document for criteria definitions and scoring information.

Student Learning Outcome #3: Engage in evidence-based practice through use of relevant information technology and analysis of professional literature.

Rubric Criteria	Program	Artifacts (course #)
Recognition of Question or Problem	Athletic Training	EBP Reading Analysis (AT, AT 222)
	Exercise Science	Graded Article Critique (EX 230)
	Exercise Science (masters)	Graded Article Critique (EX 403)
	Healthcare Informatics	HINF 501 PHR Wiki Project
	Health Science	HS355 Question Identification
	Occupational Therapy	OT 531 Research proposal
	Physical Therapy	PT 861 Capstone Paper
	Physician Assistant	
	Speech Pathology	SLP 570 CAT project
Accesses Needed Information	Athletic Training	EBP Reading Analysis (AT 222)
	Exercise Science	Literature Review Assignment (EX 230)
	Exercise Science (masters)	Literature Review Assignment (EX 403)
	Healthcare Informatics	HINF 502 Policy Brief
	Health Science	HS355 Literature Search
	Occupational Therapy	OT 531 Research proposal OT578 Capstone I Literature Review
	Physical Therapy	PT 861 Capstone Paper
	Physician Assistant	
	Speech Pathology	SLP 570 CAT project

Critical Appraisal	Athletic Training	AT 251: Article Critique
	Exercise Science	Graded Article Critique (EX 230)
	Exercise Science (masters)	Graded Article Critique (EX 403)
	Healthcare Informatics	HINF 552 Literature Analysis
	Health Science	HS355 Research Paper
	Occupational Therapy	OT 503 CAP and CAT OT578 Capstone I Literature Review
	Physical Therapy	PT 861 Capstone Paper
	Physician Assistant	
	Speech Pathology	SLP 570 CAT project
Draws Conclusions	Athletic Training	EBP Reading Analysis ( AT 222)
	Exercise Science	Graded Article Critique (EX 230)
	Exercise Science (masters)	Graded Article Critique (EX 403)
	Healthcare Informatics	Policy Analysis Paper; Research Paper (HINF 502, 552)
	Health Science	HS355 Research Paper
	Occupational Therapy	OT 608 AOTA proposal
	Physical Therapy	PT861 Capstone Paper
	Physician Assistant	
	Speech Pathology	SLP 570 CAT project
	Athletic Training	EBP Reading Analysis ( AT 222)

Quantitative and Qualitative Research Methodologies	Exercise Science	Article Critique (EX 230)
	Exercise Science (masters)	Research proposal (EX 403)
	Healthcare Informatics	HINF 552 Final Paper
	Health Science	HS355 Poster
	Occupational Therapy	OT 503 CAP and CAT
	Physical Therapy	PT861 Capstone Paper
	Physician Assistant	
	Speech Pathology	SLP 570 CAT project

\*Please see 'Assessment Rubrics' document for criteria definitions and information.

Student Learning Outcome #4: Demonstrate knowledge, skills, and attitudes of professional behaviors that will lead to success in future healthcare practice.

Rubric Criteria	Program	Artifacts (course #)
Professional Demeanor	Athletic Training	Preceptor Evaluation (AT 322)
	Exercise Science	Site Evaluations (EX 366)
	Exercise Science (masters)	Site Evaluations (EX 562/563, 564,565)
	Healthcare Informatics	HINF 501 Professional Interview
	Health Science	HS302 Discussion Board
	Occupational Therapy	OT608 Poster Presentation and Defense rubric OT691; OT693 Level II FWPE
	Physical Therapy	PT 854 Clinical Performance Instrument (CPI)
	Physician Assistant	
	Speech Pathology	SLP 602 Student Teaching CALIPSO skill ratings
Striving for Excellence	Athletic Training	Preceptor Evaluation (AT 322)
	Exercise Science	Case studies (new addition to EX 366)?
	Exercise Science (masters)	Site Evaluations (EX 562/563, 564,565)
	Healthcare Informatics	HINF 550 DMIAC Project
	Health Science	HS354 Discussion Board
	Occupational Therapy	OT609 Portfolio
	Physical Therapy	PT 853 & 854 Final Clinical Education Blackboard Reflections
	Physician Assistant	
	Speech Pathology	SLP 602 Student Teaching CALIPSO skill ratings

Integrity & Honesty	Athletic Training	Preceptor Evaluation (AT 322)
	Exercise Science	Site evaluation (EX 366)
	Exercise Science (masters)	Site Evaluations (EX 562/563, 564,565)
	Healthcare Informatics	
	Health Science	HS 354 Reflection Paper
	Occupational Therapy	OT691; OT693 Level II FWPE
	Physical Therapy	PT 854 Clinical Performance Instrument (CPI)
	Physician Assistant	
	Speech Pathology	SLP 602 Student Teaching CALIPSO skill ratings
Responsibility & Dependability	Athletic Training	Preceptor Evaluation (AT 130, AT 221, AT 222, AT 322, AT 323)
	Exercise Science	Site Evaluations (EX 366)
	Exercise Science (masters)	Site Evaluations (EX 562/563, 564,565)
	Healthcare Informatics	HINF 501 Group Evaluation Form
	Health Science	HS 355 Capstone Paper
	Occupational Therapy	OT527; OT575; OT549 PBL facilitator rubric
	Physical Therapy	PT 854 Clinical Performance Instrument (CPI)
	Physician Assistant	
	Speech Pathology	SSLP 602 Student Teaching CALIPSO skill ratings
Self-Awareness	Athletic Training	Preceptor Evaluation (AT 322)
	Exercise Science	Site Evaluations (EX 366)

	Exercise Science (masters)	Site Evaluations (EX 562/563, 564,565)
	Healthcare Informatics	HINF 611 Student Self Evaluation
	Health Science	HS301 Reflection Paper
	Occupational Therapy	OT691; OT693 Level II FWPE
	Physical Therapy	PT 854 Clinical Performance Instrument (CPI) self assessment
	Physician Assistant	
	Speech Pathology	SLP 602 Student Teaching CALIPSO skill ratings

Please see 'Assessment Rubrics' document for criteria definitions and scoring information.

Student Learning Outcome #5: Communicate and collaborate effectively and appropriately in a variety of cultural contexts.

Rubric Criteria	Program	Artifacts (course #)
Oral and/or Written Communication	Athletic Training	AT 310: Reflection Paper
	Exercise Science	Site Evaluations (EX 366)
	Exercise Science (masters)	Site Evaluations (EX 562/563, 564,565)
	Healthcare Informatics	Presentation (HINF 502 & HINF 503 [international students])
	Health Science	HS355 Capstone Poster/Presentation
	Occupational Therapy	OT 578 Literature review OT 531 Research Proposal OT 608 Capstone poster presentation
	Physical Therapy	
	Physician Assistant	
	Speech Pathology	SLP 690 Capstone project



Culturally Appropriate Communication	Athletic Training	AT 310: Reflection Paper
	Exercise Science	Site instructor evaluations (EX 366)
	Exercise Science (masters)	Site visit evaluations (EX 562/563 and 564/565)
	Healthcare Informatics	HINF 503 Final Presentation
	Health Science	HS353 Reflection paper
	Occupational Therapy	OT 543 Needs assessment OT 504 Video assignment
	Physical Therapy	PT 854 Clinical Performance Instrument (CPI)
	Physician Assistant	
	Speech Pathology	SLP 602 Student Teaching CALIPSO skill ratings
Inquiry Skills	Athletic Training	AT 310: Reflection Paper
	Exercise Science	Site Evaluations (EX 366)
	Exercise Science (masters)	Site Evaluations (EX 562/563, 564,565)
	Healthcare Informatics	HINF 501 PHR Evaluation
	Health Science	HS355 Capstone Paper
	Occupational Therapy	OT 527/575/549 PBL facilitator grading rubric OT578 Capstone I Literature Review
	Physical Therapy	PT 845 Community Project Evaluation
	Physician Assistant	
	Speech Pathology	SLP 690 Capstone project
Team Functioning	Athletic Training	AT 310: Reflection Paper
	Exercise Science	Case Studies (new addition to EX 366)

	Exercise Science (masters)	Site Evaluations (EX 562/563, 564,565)
	Healthcare Informatics	HINF 501 Wiki
	Health Science	HS302 Group Case Study Analysis
	Occupational Therapy	OT 527/575/549 PBL facilitator rubric
	Physical Therapy	PT 845 Community Project Evaluation
	Physician Assistant	
	Speech Pathology	SLP 602 Student Teaching CALIPSO skill ratings

Please see 'Assessment Rubrics' document for criteria definitions and scoring information.

## Student Learning Outcome #6: Apply a holistic perspective to patients/clients for health and wellness

Rubric Criteria	Program	Artifacts (course #)
Holistic Needs Assessment	Athletic Training	Live Cases ( AT 323)
	Exercise Science	Case Studies (new addition to EX 366)
	Exercise Science (masters)	Site Evaluations (EX 562/563, 564,565)
	Healthcare Informatics	Case study analysis (HINF 501)
	Health Science	HS307 Paper
	Occupational Therapy	OT528; OT576; OT547 Clinical Labs-evaluation report assignments
	Physical Therapy	PT 845 Community Project Paper
	Physician Assistant	
	Speech Pathology	SLP 602 Student Teaching CALIPSO skill ratings

Holistic Management	Athletic Training	Live Cases ( AT 323)
	Exercise Science	Case Studies (new addition to EX 366)
	Exercise Science (masters)	Site Evaluations (EX 562/563, 564,565)
	Healthcare Informatics	NA
	Health Science	HS307 Final Exam
	Occupational Therapy	OT528; OT576; OT547 Clinical Labs-intervention plans
	Physical Therapy	PT 845 Community Project Paper
	Physician Assistant	
	Speech Pathology	SLP 602 Student Teaching CALIPSO skill ratings
Holistic Resources	Athletic Training	Live Cases ( AT 323)
	Exercise Science	Literature Review (EX 362)
	Exercise Science (masters)	Research proposal (EX 403)
	Healthcare Informatics	HINF 552 Literature Evaluation
	Health Science	HS307 Final Exam
	Occupational Therapy	
	Physical Therapy	PT 845 Community Project Paper
	Physician Assistant	
	Speech Pathology	SLP 602 Student Teaching CALIPSO skill ratings
Holistic Analytical Thinking	Athletic Training	Live Cases ( AT 323)
	Exercise Science	Literature Review (EX 362)

	Exercise Science (masters)	Research Proposal (EX 403)
	Healthcare Informatics	NA
	Health Science	HS 307 Final Exam
	Occupational Therapy	OT543 Needs Assessment
	Physical Therapy	PT845 Community Project Paper
	Physician Assistant	
	Speech Pathology	SLP 690 Capstone project

Please see 'Assessment Rubrics' document for criteria definitions and scoring information.

### Student Learning Outcome #7: Demonstrate readiness for interprofessional collaboration for the benefit of individuals and society

Rubric Criteria	Program	Artifacts (course #)
Mutual Respect	Athletic Training	GAA ( AT 323)
	Exercise Science	Case Studies (new addition to EX 366)
	Exercise Science (masters)	Site Evaluations (EX 562/563, 564,565)
	Healthcare Informatics	Paper (HINF 660)
	Health Science	HS354 Reflection Paper
	Occupational Therapy	OT549 PBL with SLP600 PBL Assessment Rubric (2 cases)  OT607 and PT (Leadership and Management) IP Business Plan Assignment
	Physical Therapy	PT 825 interprofessional Business Plan Assignment
	Physician Assistant	

	Speech Pathology	OT 549 PBL with SLP 600 PBL Assessment Rubric (2 cases)
Communication	Athletic Training	GAA ( AT 323)
	Exercise Science	Case Studies (new addition to EX 366)
	Exercise Science (masters)	Site Evaluations (EX 562/563, 564,565)
	Healthcare Informatics	Paper (HINF 660)
	Health Science	HS309 Final Project
	Occupational Therapy	OT549 PBL with SLP600 PBL Assessment Rubric (2 cases)  OT607 and PT (Leadership and Management) IP Business Plan Assignment
	Physical Therapy	PT 853 or 854 Clinical Performance instrument (CPI)
	Physician Assistant	
	Speech Pathology	SLP 602 Student Teaching CALIPSO skill ratings
Collaboration	Athletic Training	GAA ( AT 323)
	Exercise Science	Case Studies (new addition to EX 366)
	Exercise Science (masters)	Site Evaluations (EX 562/563, 564,565)
	Healthcare Informatics	HINF 501 Group Evaluation
	Health Science	HS302 Group Case Study Analysis
	Occupational Therapy	OT549 PBL with SLP600 PBL Assessment Rubric (2 cases)  OT607 and PT (Leadership and Management) IP Business Plan Assignment
	Physical Therapy	PT 825 interprofessional Business Plan Assignment

	Physician Assistant	
	Speech Pathology	OT 549 PBL with SLP 600 PBL Assessment Rubric (2 cases)
Roles & Responsibilities	Athletic Training	GAA ( AT 323)
	Exercise Science	Case Studies (new addition to EX 366)
	Exercise Science (masters)	Site Evaluations (EX 562/563, 564,565)
	Healthcare Informatics	HINF 611 Final Project
	Health Science	HS 302 Discussion Board
	Occupational Therapy	OT549 PBL with SLP600 PBL Assessment Rubric (2 cases)  OT607 and PT (Leadership and Management) IP Business Plan Assignment
	Physical Therapy	PT 853 & 854 Clinical Performance Instrument (CPI)t
	Physician Assistant	
	Speech Pathology	OT549 PBL with SLP600 PBL Assessment Rubric (2 cases)
Manage & Resolve Conflict	Athletic Training	GAA ( AT 323)
	Exercise Science	Case Studies (new addition to EX 366)
	Exercise Science (masters)	Site Evaluations (EX 562/563, 564,565)
	Healthcare Informatics	HINF 501 Group Case Study Analysis
	Health Science	HS350 Policy Paper
	Occupational Therapy	OT549 PBL with SLP600 PBL Assessment Rubric (2 cases)  OT607 and PT (Leadership and Management) IP Business Plan Assignment

	Physical Therapy	PT 611, 612, 713, 714 & 825 Tutorial Evaluationst
	Physician Assistant	
	Speech Pathology	OT549 PBL with SLP600 PBL Assessment Rubric (2 cases)

Please see 'Assessment Rubrics' document for criteria definitions and scoring information.

## Appendix D: Yearly Assessment Checklist

Task	Individual(s) Responsible	Suggested Deadline	Complete?
Contact Program Directors about Upcoming Assessment & Chosen Artifacts	Assessment Chair	August 1 (pre-fall)	AT: EX: HS: OT: PA: PT: SP:
Send e-mail to Schedule first Assessment Committee Meeting of the year	Assessment Chair	August 1 (pre-fall)	
Create Assessment Calendar for that Year (see yearly assessment calendar template – Appendix E)	Assessment Chair	First day of classes	
Send reminder to instructors at the start of the semester (use yearly assessment calendar)	Assessment Chair	First day of semester during which assessment will take place	
Reach out to individual instructors (use yearly assessment calendar) to obtain artifacts	Assessment teams		
Conduct assessment	Assessment teams		
Present findings to programs (at faculty meeting)	Assessment teams		AT: EX: HS: OT: PA: PT: SP:
Send reminder for written response to assessment (if not received)	Assessment Chair	31 days after assessment presentation to program's assessed	AT: EX: HS: OT: PA: PT: SP:
Send e-mail to Program Directors to obtain "updates" info on the Program Response form (starting 2nd year of assessment)	Assessment Chair	Last day of Spring semester classes	AT: EX:



			HS: OT: PA: PT: SP:
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### Appendix E: Yearly Assessment Calendar

Program	Assessment Team Members	Fall Semester			Spring Semester		
		Artifact	Instructor	Graded by Date	Artifact	Instructor	Graded by Date
Athletic Training	Anna Greer, Gail Samdperil						
Exercise Science	Anna Greer, Gail Samdperil						
Health Informatics	Steve Burrows, Christina Gunther, Bev Fein						
Health Science	Steve Burrows, Christina Gunther, Bev Fein						
Occupational Therapy	Jody Bortone, Robin Danzak						
Physician Assistant	TBD						
Physical Therapy	Bev Fein, Steve Burrows, Christina Gunther						
Speech Pathology	Robin Danzak, Jody Bortone						

Appendix F: Assessment Forms  
(starts on next page to maintain formatting)

## Assessment Team Scoring Sheet

SLO Assessed:

Program:

Table 1. Randomly Selected Artifacts (chosen by evaluation team; n=5 or 10%, whichever is higher)

Criteria	Artifact	Avg. Score	Comments

Table 2. Highest/Lowest Artifacts (chosen by instructor)

Criteria	Highest/Lowest Qualitative Comments

Additional Summary Comments:

### Assessment Team Members

Name: \_\_\_\_\_ Program: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Name: \_\_\_\_\_ Program: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### Assessment Summary

*Enclosed are the scoring sheet, rubrics, and associated assignments used in this assessment exercise. Below is a summary of the findings. We expect that you review the findings as a program and provide a written response using the attached form. The written response should be submitted to the Assessment Committee Chair ([greera@sacredheart.edu](mailto:greera@sacredheart.edu)) within 30 days of the date that this summary is provided to you.*

**Program:**

**SLO Assessed:**

**Strengths:**

**Opportunities:**

### Assessment Team Members

Name: \_\_\_\_\_ Program: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Name: \_\_\_\_\_ Program: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Appendix G: Assessment Response Form  
(starts on next page to maintain formatting)

## Program Response to the Assessment Summary

**Program:**

**SLO Assessed:**

**Program Response:**

*Instructions: Please complete the table below with input from all program faculty.*

Criteria	Strategies <sup>1</sup>	Timeline	Person(s) Responsible	Update <sup>2</sup>

<sup>1</sup>Strategies to address the opportunities shared by your assessment team

<sup>2</sup>Program Director includes update as the chosen strategies are implemented

**Additional Comments:**

Program Director Name: \_\_\_\_\_ Program: \_\_\_\_\_

Program Director Signature (on behalf of the program listed above): \_\_\_\_\_

Date: \_\_\_\_\_