

OCCTH 564
Evaluation of Occupational Therapy Services
***2 (0-2s-0)**

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Office Hours: Monday 11.00 – 16.00, or by appointment. Please email for appointment.

Classtimes: Wednesdays, 1:00 – 3:30 Sept 8th – Nov 3th (9 weeks + 2 hours of group/individual instruction + 1 hour of group instruction + 10 hours of self directed work)

Classrooms: CH 2-39, 2-44

Course Description:

Knowledge and skills to initiate, and participate in, evaluating occupational therapy services and programmes for continuous quality and improvement.

Students Time Commitment:

Seminars/Tutorials/Class	22.30 hours
1 hours group	1.00
Individual tutorial	2.00
Self-directed Learning	<u>10.00</u>
	35.30

Pre-requisite:

All first year courses.

Goal Statement:

The aim of this course is to provide class participants with the knowledge and skills required to become consumers of, and collaborators in, needs assessments and programme evaluation within the discipline of occupational therapy and, more generally, the wider scope of healthcare. In so doing the course mirrors the Department's mission to achieve research relevant to health and well being. The course draws on previous courses in research, evidence-based-practice, communication, and occupational therapy practice, to allow students to contextualise and apply major concepts, methods and issues in evaluating occupational therapy service provision. The course enables participants to develop an enquiring mind regarding services and programmes and become critical consumers of evaluations. Students are not expected to become independent programme evaluators but, rather, active and informed participators and collaborators. In this way the course reflects the University's *Dare to Discover, Dare to Deliver* mandate.

Student Learning Objectives:

After completing the course students will be able to define a programme evaluation question, access the relevant programme evaluation literature, select an appropriate tool, detail an action plan for conducting the evaluation, demonstrate metaevaluation.

Learning Objectives

At the end of this course participants will be able to:

- Identify principles, methods and models of Needs Assessment and Program Evaluation
- Identify a range of Needs Assessment and Program Evaluation tools and resources for future use
- Utilize Needs Assessment and Program Evaluation knowledge to contribute to program development

Transferable Skills:

Use of information technology, critical appraisal skills, evidence-based-practice and research skills, searching reference sources, leading/working in supportive teams, oral reporting and written reporting.

Andragogical Principles:

Andragogy was developed into a theory of adult education by educator, Malcolm Knowles as the process of engaging adult learners in the structure of the learning experience. Knowles theory is based on adults being involved in the planning and evaluation of their instruction; using experience (including mistakes) as the basis for learning activities; learning subjects that have immediate relevance to their job or personal life; being problem-centered rather than content-oriented. Knowles believed that andragogy (from the Greek words meaning "man-leading") should be distinguished from the more commonly used *pedagogy* (Greek: "child-leading").

While this is not a problem-based curriculum, andragogy is reflected in the learning strategies used in this course. Students are encouraged to engage in active learning by developing skills in inquiry and critical thinking through interactive lectures, use of fieldwork to indicate relevance and as a basis for application, facilitated group work, independent individual and group work, computer searches, self directed study, oral reports in class, written assignments, take-away final examination. Students are highly recommended to access supplemental web-based course material as identified in this outline.

Self-Directed Learning:

It is strongly recommended that you spend some of your **self-directed learning time completing the online 'Enhancing Program Performance with Logic Models'** (see websites below.) You should also spend time on readings from the required course pack, completing the self evaluation questions, and working on the 'take away' final exam.

Course Content:

- Introduction, foundations, rationale for evaluating occupational therapy services, major concepts
- Utilization-focused Evaluation
- Purpose of Evaluation & Models of Evaluation
- Needs Assessment
- Health Economics
- Ethical Issues in Evaluation, dissemination, evaluator responsibilities

Required Textbooks/Readings:

Fall 2010 course pack

American Psychological Association (2001). *Publication Manual of the American Psychological Association* (5th ed.). Washington: Author.

Recommended Texts:

Letts et al (1999) A program evaluation workbook for occupational therapists: An evidence-based practice tool. Ottawa: CAOT Publications.

See also the references list in the course pack. These references will be helpful for your mid-term and final examinations.

Websites:

Enhancing Program Performance with Logic Models <http://www.uwex.edu/ces/lmcourse/> click on – Module 1 Overview. Complete the 7 sections in this module.

You will also find it useful to download the Bibliography on Logic Modules that can be found by clicking on Bibliography at http://www.uwex.edu/ces/lmcourse/interface/coop_M1_Overview.htm

Additional Resources:

Health Canada provides an archived on-line lecture on Program Logic Models www.timewiseevents.com/evaluation/recordings which we will be reviewing in class.

Guide to Project Evaluation: A Participatory Approach (Public Health Agency of Canada)
<http://www.phac-aspc.gc.ca/ph-sp/phdd/resources/guide/>

Reference Material:

Students are expected to seek other reference material from a variety of sources to support their learning. Not all of the required course content will be taught in class and assigned readings are important to understanding and skill development within the course content. You need to read assigned literature **before** the class in which we will be discussing the readings and often a reading is identified to consolidate learning.

It is important for students to note that:

Learning is a partnership between the student and the facilitator (professor, instructor, teaching assistant, preceptor, personal advisor, etc). Learning opportunities have been designed and resource materials have been identified to help you achieve the course objectives and outcomes. Not all material will be covered in class. Reading, exercises, and other forms of directed and self-directed study will be required to achieve depth of learning. **It is the student's responsibility** to use these opportunities and material and **ensure that (s)he can achieve the stated objectives and specific occupational therapy outcomes.** This is an essential component of the accountability that is associated with becoming a professional.

Policy about course outlines can be found in Section 23.4(2) of the University Calendar.” (GFC 29 SEP 2003)

“The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (online at www.ualberta.ca/secretariat/appeals.htm) and avoid any behaviour which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.” (GFC 29 SEP 2003)

If applicable:

Group work- is an essential part of the course and students are expected to fully participate in each group activity. How you participate is one indicator of your professional conduct and therefore assignments requiring group work incorporate peer evaluation and academic consequences for not participating fully as outlined in the **group work policy at** <http://www.rehabmed.ualberta.ca/ot/Handbook/policies.htm>. Please read carefully. DO NOT wait until an assignment is due to take action as outlined in the policy. DO contact your course instructor about concerns as soon as possible.

Student Responsibilities:

1. Attendance, including being on-time for class, and participation is required for every class. If you must miss class because of illness, religious reasons or a family emergency, notify Dr. Hollis by email or voicemail as soon as possible. Travel and social excuses for missing classes assignment due dates are not acceptable. If you are late for class or miss a class you are responsible for obtaining the information from the missed class from a classmate. If you miss a quiz you must take it at the next opportunity. To arrange a time to take the quiz contact Dr Hollis. You will be supervised while to take an alternate quiz on the same topic.
2. Assignments are to be completed as identified in Mid Term and Final Examination Notes.
3. It is the responsibility of any student having difficulty preparing assignments or understanding course content to schedule an appointment with the instructor to discuss the issues. **Three optional individual tutorials are offered – please see times on outside of office door (2-32).**

4. Students who have a disability that may require accommodations must follow the established University of Alberta procedures.
5. Students are encouraged to give feedback about the course as it proceeds. Feedback about difficulties is most helpful if it is given as soon as the difficulty is identified rather than at end of the course. Please include specific examples of problems, and suggestions for changes that you think would enhance the learning process. I will provide you with a mid term evaluation that may be helpful in providing such feedback.
6. Academic dishonesty in any form is not tolerated. "The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (online at www.uofaweb.ualberta.ca/secretariat/studentappeals.cfm) and avoid any behaviour which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University."
7. All work, unless otherwise stated, is to be performed independently. Students are encouraged to study together and assist each other in understanding the material. However, weekly quizzes, mid term examination, and parts 2 and 3 of the final examination must be completed independently.

Assessment:

In-class mid term and final examination.

Mark Distribution (for course grade)

Weekly Quiz (2 quizzes)	= 20
Weekly participation (10x1 pts)	= 10
Mid term exam (wk 5)	= 35
Final Exam (wk 9)	= 35

Grading Scale:

MScOT (Course-based) Conversion Scale

A+	95-100
A	87-94
A-	81-86
B +	76-80
B	71-75
B -	65-70
<u>C+ Minimal Pass</u>	<u>60-64 (Minimal pass)</u>
C	57-59
C -	54-56
D +	52-53
D	50-51
F	0 - 49