TO: Paul DeLuca, Provost  
FROM: Julie Underwood, Dean – School of Education 
SUBJECT: Occupational Therapy Five-year Joint Review 
DATE: September 30, 2011

On May 18, 2011 the School of Education Academic Planning Council unanimously voted to approve and accept the findings of the Occupational Therapy (OT) five-year review and strongly recommend the program for full program status. A summary of the OT review is listed below.

1. The learning objectives for the program are well defined and the department has provided ample evidence to support that students are meeting these objectives.
2. The program has diligently worked to assess the breadth and rigor of the curriculum. Evidence from a number of data sources indicate the success of the program. The program is has a strong culture of assessment and set aside ample time in their meeting schedule to address this issue.
3. The program is committed to recruiting and matriculating a diverse student body.
4. All of the MS-OT students in the program have passed the National Board for Certification in Occupational Therapy (NBCOT).
5. The program was successfully accredited by the Accreditation Council for Occupational Therapy Education (ACOTE). The OT program was given a full 10 year accreditation term (the longest and most difficult to obtain).
6. The students in the MS-OT program are largely satisfied with curriculum.
7. All graduates of the MS-OT program have been placed into jobs.
8. The program has attracted, retained and promoted excellent faculty.
9. The program has an outstanding record for obtaining research grants. To date, they have obtained over $8,000,000 in funding for independent research.
10. Despite being in its infancy, the MS-OT program has rapidly gained prominence among its peers. The program was ranked 12 of 153 OT programs in the 2008 US News and World Report.
11. Not only is the MS-OT program able to recruit and enroll students, they are forced to turn away highly competitive students due to enrollment constraints.

As you can see, the MS-OT program is a significant success for the Kinesiology Department, the School of Education, and the University of Wisconsin – Madison. The School of Education strongly supports the MS-OT program and commends the review chair, Mary Schneider for her work on this arduous project.

Thank you.

Cc: SoE Programs Committee, Mary Schneider, Dorothy Edwards, Kelly Haslam, Jocelyn Milner, SoE APC, Jeff Hamm, Brad Zulick
Five Year Review  
Master of Science in Occupational Therapy  
University of Wisconsin-Madison  
Self-Study for Joint Review

1. PROGRAM DESCRIPTION AND CONTEXT

The MS in Occupational Therapy (MS-OT) is a 61-credit 2.5-year program housed in the Department of Kinesiology in the School of Education. The program is designed to prepare well-qualified professional occupational therapists. The MS-OT degree program is intended for individuals with baccalaureate degrees in a range of fields.

Occupational therapists collaborate with clients in order to facilitate participation in meaningful and culturally relevant occupations to improve health and quality of life. The term occupation refers broadly to all of the ordinary and familiar things that people do every day as they pursue fulfilling and healthy lives, including looking after themselves, tending to their economic needs, contributing to their families and communities, finding outlets for creative expression, and developing meaningful social relationships. Occupational therapists work with individuals of all ages who experience difficulty or who are at risk for problems related to engagement in these everyday activities due to injury, illness, cognitive impairment, psychosocial dysfunction, mental illness, developmental or learning disability, or other disorder or condition.

A comprehensive web-site describing the program is at:  
http://www.education.wisc.edu/kinesiology/ot/welcome/default.aspx

Twenty-one graduate level courses make up the course sequence. The MS-OT curriculum is sequenced for the study of 1) occupational behavior across the life span, 2) therapeutic interventions to support occupational participation, 3) professional skills, values and behaviors, and 4) models of research and evidence-based practice. These studies all lead the student to apply theory, core concepts and ethics to practice during fieldwork and ultimately to professional practice. The following goals meet and exceed the standards of our national accrediting body, the Accreditation Council for Occupational Therapy Education.

1.1 Goals and Objectives:

The goals and objectives of the original program proposal:

Upon completion of the MS-OT Program, the graduate will be able to:

1. **Demonstrate knowledge of the science of occupation**, including, being able to: 1) understand the history and philosophical base of the profession; 2) understand the motor, sensory, social, cognitive and psychological underpinnings of human occupation; 3) understand the effects of health status, disability, disease processes, and traumatic injury on occupational participation; 4) understand the role of occupational participation on
health promotion and well-being and the prevention of disease and occupational dysfunction.

2. **Provide services to support and enhance participation in daily life tasks and occupations**, including being able to: 1) assess clients’ participation in occupations (self care, work and leisure) and determine the client’s needs; 2) assess factors within the environment that influence participation in the activities clients need to do; 3) develop an occupation-based plan that is sensitive to clients’ skills and interests; 4) demonstrate the ability to analyze, grade and adapt tasks to create the “just-right” challenge for the client, 5) employ culturally relevant activities and occupations to support the intervention goals; 6) refer to specialists for consultation and interventions; 7) terminate occupational therapy services, when appropriate.

3. **Demonstrate an understanding and appreciation of professional values and behaviors:** 1) demonstrate self awareness; 2) understand the values of the profession; 3) understand the varied roles of the occupational therapist as practitioner, educator, researcher, and entrepreneur; 4) establish appropriate therapeutic relationships with individuals, groups, organizations and systems; 5) utilize effective interpersonal communication and demonstrate effective group communication; 6) demonstrate use of safety precautions with the client during the process of practice; 7) demonstrate knowledge about and sensitivity for cultural diversity of beliefs and values; 8) demonstrate knowledge about legal and ethical issues related to care in health, education, and community settings; 9) understand the principles of management and program development; 10) understand the contexts of service delivery; 11) accept responsibility for one’s own professional growth; and 12) demonstrate fundamental skills to market occupational therapy and take responsibility for advancement of the profession.

4. **Understand the principles and importance of research, scientific inquiry and theory development for the advancement of the profession:** 1) articulate the importance of research for best practice and continued development of the profession; 2) use professional literature to make informed practice decisions; 3) know when and how to find and use national and international informational resources; 4) understand and interpret basic descriptive, correlation, and inferential statistics; 5) understand and critique research studies; 6) understand the importance of scholarly activities that will contribute to the development of a body of knowledge relevant to the occupational therapy profession; 7) design and implement beginning-level research studies; 8) develop basic skills necessary for the publication and presentation of research projects; and 9) develop a basic understanding of the process of securing of grants.

Changes Since Program Implementation: Overall, there have been very few changes in the MS-OT program. Our curriculum was reviewed thoroughly in March, 2008 by the Accreditation Council for Occupational Therapy Education (ACOTE) which included a 2-day on-site visit. We received an excellent evaluation and because of this we were given a full 10-year accreditation term (rather than the usual 5- or 7-year term). Our next on-site evaluation will be 2017/2018. See page 18 for summary of review.
Goal 1: We have made few changes. We are continuing to advance our curriculum to meet the changes in the larger field of rehabilitation. For example, we have incorporated a focus on the International Classification of Functioning, Disability and Health (ICF), which has had a major impact on all areas of health care in the past few years. The ICF is the World Health Organization’s framework for measuring health and disability at both individual and population levels. New research related to the science of OT and the nature of diseases and disabilities has refined our theoretical models and these changes are reflected in our course content.

Goal 2: We have adjusted and improved upon the content of our intervention courses as new evidence for OT practice efficacy has emerged in the literature. We receive information on changes in current OT practice through our annual advisory committee meeting. Our advisory committee consists of employers of our students, local clinicians, current students and alumni of our program. Our Program Director also attends the annual American Occupational Therapy Association Conference to stay current with OT practice.

Goal 3: There have been no major changes. We update and improve our courses related to professional values and behaviors each year. We include new knowledge about and sensitivity for cultural beliefs and values throughout our courses. Our Program Director, Professor Mary Schneider, has served as Chair or Co-Chair of the School of Education Equity and Diversity Committee for many years, and she keeps us aware of new opportunities for professors, instructors, staff, and students to enhance their understanding and sensitivity to issues of diversity. For example, the School of Education selects a book each year to focus on a particular targeted under-represented minority group. We require our students to read the selected book as part of course work. We ensure our students stay up-to-date on health care reform and other legislative changes as they relate to occupational therapy in our professional skills sequence.

Goal 4: In the research-oriented component of our program, we have made some substantive changes to improve upon our original goals and objectives. First, we have re-organized the content in our sequence of research courses, moving some material from OT 672 (Scientific Inquiry in OT II: Methods of Inquiry) to OT 673 (Scientific Inquiry in OT III: Data Collection and Analysis) and reducing some of the redundancy across the two courses. We then reduced the credits in OT 672 from 3 credits to 2 credits to reflect the reduction of course material.

Second, we have made significant changes to improve upon the way students conduct their research. When the program was authorized in 2005, we had proposed that students work in groups, conducting literature reviews and group research projects to fulfill the research requirements which are very clear in our accreditation standards. We have improved upon this model. Now students sign up with a particular professor and participate directly in their on-going research. Students are now mentored in a one-to-one fashion. We have also added an OT Program Research Poster Session so that students can showcase their research projects with their faculty mentors in a poster format. Local OT clinicians, OT student fieldwork supervisors, members of our Advisory Board, faculty, staff, and students attend this event. We schedule the OT Research Poster Session to
coincide with our annual Advisory Board meeting so members of our Board can attend
the Poster session and learn about our student research projects. This event has been
highly praised by our OT Advisory Board, local clinicians, and fieldwork supervisors.

Third, also relating to Goal 4, we have improved upon the evidence-based research
reviews conducted by our students during the first semester in OT 671-Scientific Inquiry:
Evidence-based practice. In this course, students conduct a literature search on a
particular OT intervention. In the past 2 years, we have implemented a system in which
OT students select topics identified by local clinicians. This practice enhances the
probability that the topics are highly relevant to current OT practice. The reviews are
posted on the OT Program web site so that OT clinicians throughout Wisconsin and the
nation can use these reviews for their practice.

1.2 Context:

Context of the program: The Occupational Therapy Program is situated in the
Department of Kinesiology in the School of Education. The OT program was moved to
the Department of Kinesiology in 1990 and it has flourished since then. We are one of
five OT programs within the state of Wisconsin. There are two other UW OT Programs,
UW-La Crosse and UW-Milwaukee. There are two private OT programs in the state,
Mount Mary College and Concordia University.

The UW-Madison’s OT Program is solidly built on the strong educational and research
resources of UW-Madison that provide clinical, professional and research-focused
training not so easily available in other Wisconsin OT programs. Our excellent faculty
and staff, high caliber students, and internationally and nationally recognized research
programs have earned us a high ranking compared to other OT schools across the nation.

The UW-Madison OT Program was ranked for the first time by US News and World
Report in 2008. Our MS-OT program ranking was 12 out of 153 OT Programs in the
nation.

Other Wisconsin schools have been ranked as follows:

- UW-Milwaukee – 24/153
- UW La Crosse – 58/153
- Mount Mary College – 78/153
- Concordia – 90/153

Relationship to University’s mission. The goals of the MS-OT Program fit extremely
well with the mission and strategic plan of the University of Wisconsin-Madison. The
outstanding educational and research backgrounds of the faculty and the success of the
faculty in securing funding for research, currently over $8,000,000 in extramural funding,
illustrates that the faculty are very well suited for UW-Madison. In fact, two OT assistant
professors were evaluated for promotion and tenure by the Social Sciences Executive
Committee in the past 5 years and both were promoted with tenure (Associate Professors
Ruth Benedict and Elizabeth Larson). The opportunity for students to complete research
projects in a one-to-one fashion with faculty by actively participating in their extramural-
grant-funded research programs and community sites is unique among OT programs within the state. The emphasis on the critical examination of theories and practices in occupational therapy, encouraging the “continual and fearless sifting and winnowing” of knowledge fits very well with the mission of the University of Wisconsin-Madison. Our graduates will help meet the needs for health care workers in the state, fitting with the UW Mission of promoting health and well being and providing leadership in the state.

Our professors serve on important UW committees including the Social Studies Executive Committee (Drs. Schneider and Edwards), Human Subjects IRB committee for Social Science (Dr. Edwards), Committee on Faculty Rights and Responsibilities (CFRR) (Dr. Schneider), Campus Planning Committee (Dr. Schneider), College of Letters and Science Animal Care Committee (IACUC) (Dr. Schneider), Honorary Degree Committee (Dr. Schneider), Honorific Modified Professorial Title Review Committee (Dr. Schneider), Virginia Horne Henry Distinguished Graduate Fellowship and Project Funding Committee (Dr. Benedict), and Global Educational Experiences Committee (Dr. Wilbarger).

Advance Learning: The program places a strong emphasis on lifelong learning for occupational therapy practitioners – it is a value of our profession and a requirement for licensing of occupational therapists in the state of Wisconsin.

We have added an elective course taught by Professor Ruth Benedict on Assistive Technology. This course covers the emerging technologies related to OT and rehabilitation practice. This course is taught on-line, which permits OT and other students in applied rehabilitation fields across campus as well as UW La Crosse, UW Milwaukee, and other programs to enroll. Clinicians across the state, including in rural Wisconsin, have taken the course. Students appreciate the flexible and self-directed nature of the course, the opportunity to interact with others from interdisciplinary professional backgrounds and to share perspectives from various stages of learning and career development. Enrollment in the course has grown steadily and evaluation scores are generally very positive.

Professor Julia Wilbarger teaches an elective course on Sensory Integration Theory and Research which has been popular among our MS-OT students as well as practitioners in the local and extended community. The course provides students the opportunity to do in depth reading and exploration of the evidence related to practice in the area of sensory integration and sensory processing skills. Students gain skills in critical analysis of relevant literature, synthesis of study findings and integration of evidence across studies.

Promote Research: Faculty members are all engaged in their own research and serve as mentors for graduate students. Faculty participates in and disseminates their research findings and provides leadership at the local, state, and national levels, supporting the Wisconsin Idea. As mentioned previously, the OT faculty currently receives over $8,000,000 in extramural funding, primarily from NIH. Students in the MS-OT Program have published their research and presented findings at state meetings including the Wisconsin Occupational Therapy Association (WOTA) and national meetings such as the American Occupational Therapy Association (AOTA).
Accelerate Internationalism: OT faculty have established collaborations with international scholars. Several visiting scholars have participated in research with existing and past faculty. Faculty members present their research at international conferences and publish in international journals. Students have completed international fieldwork experiences in Ireland and New Zealand. One MS-OT student group this year wrote a grant proposal as a part of the OT 613 - Community-based Practice course supporting travel to Lima, Peru in a service-learning exchange with the Padre Martinho House Hearth Orphanage. The OT Program hosted a two-day social justice community event with an international lecturer and author of the book “Occupational Therapy without Borders”.

Nurturing Human Resources: Students are encouraged to participate in leadership roles in professional organizations, such as the student caucus for the American Occupational Therapy Association (AOTA) and also for the Wisconsin Occupational Therapy Association (WOTA). A current student, Jennifer Barry, received the 2010 WOTA student award of excellence for her inspirational student leadership and professionalism. This award is given to students who have made outstanding contributions to the state association as well as the OT academic program. Jennifer was the 2009 WOTA Co-Chair and the UW-Madison Student Occupational Therapy Association Outreach/Service Chair. One student each year attends the national AOTA annual conference as an Assembly of Student Delegates representative.

Changes in the context since implementation: There have been no changes.

1.3 Need:

All needs for the current MS-OT Program are being met. Collaborations with University of Wisconsin-Milwaukee and University of Wisconsin-La Crosse are enriching for all programs but not necessary for our program to function effectively. All occupational therapy professional programs, including those at University of Wisconsin-La Crosse and the University of Wisconsin-Milwaukee must meet the American Occupational Therapy Association mandate to prepare occupational therapists at the post baccalaureate level.

Students in our MS-OT Program are associated with the research programs of faculty in the Department of Kinesiology in an environment that is research rich. The opportunities afforded students to engage directly in the research process prepares them to be both consumers of and contributors to evidenced-based occupational therapy practice.

The MS-OT degree at UW Madison differs from what exists at other Wisconsin institutions in that our Ph.D. track in Therapeutic Science, a research-intensive program designed exclusively for occupational therapists, prepares students for leadership roles in the profession. The MS-OT at UW-Madison allows students to advance directly to the Ph.D. track in Therapeutic Science. UW-Milwaukee’s Ph.D. in Health Sciences is an interdisciplinary degree. Our Ph.D. track not only prepares leaders in research and scholarship in occupational therapy but also has a positive impact on the long-standing shortage of Ph.D.-level occupational therapists needed to fill state- and nation-wide
faculty vacancies. Several of our Ph.D. graduates have filled open faculty positions at UW-Milwaukee.

Collaboration with UW-Milwaukee and UW-La Crosse: We value collaborations with these UW system schools and we collaborate in the following ways: 1) Our UW-Madison faculty and staff provide guest lectures and continuing education courses for UW-Milwaukee and La-Crosse. For example, Instructor Debbie Bebeau provided a continuing education course on Physical Agents and Modalities at UW-La Crosse (2009) and Spinal Cord Injuries at UW-Milwaukee (2008, 2009). Professor Mary Schneider presented her research in a keynote address for an event for OT honor students at UW-Milwaukee, “An Evening With a Scholar” (2007).

We invite faculty and students from UW-Milwaukee and UW-La Crosse to our OT Program events. These include our annual Caroline Thompson lectureship in which we invite a nationally-recognized scholar to UW-Madison to present their work and network with clinicians and researchers. Students from UW-Milwaukee and UW-La Crosse are encouraged to attend our Ph.D. program designed exclusively for occupational therapists. In fact, one of our current Ph.D. students received her OT training at UW-Milwaukee.

2. PERSONNEL

2.1 Faculty:

Changes in faculty participating directly in the program: There have been some changes in the faculty make-up since the MS-OT program was implemented. Four out of six faculty members (Mary Schneider, Ruth Benedict, Elizabeth Larson and Julia Wilbarger) were in the program when it was implemented in 2005 and remain today. One Assistant Professor, Leslie Vaughan was hired in 2008 and she resigned in 2010 due to family obligations. We are currently searching for her replacement. In 2006, Dorothy Edwards was hired as an Associate Professor.

During the first 5 years of the MS-OT Program, three of the MS-OT Program faculty members were promoted, Dr. Edwards from Associate to Full Professor and Drs. Benedict and Larson from Assistant to Associate Professor. Dr. Edwards from the Occupational Therapy Program was elected Chair of the Department of Kinesiology with duties beginning Fall 2010. When the Assistant Professor position is filled, we will have adequate faculty needed to ensure appropriate curriculum delivery, research oversight, and graduate program evaluation for our current enrollment.

Description of faculty involved in MS-OT Program: The MS-OT faculty is currently composed of six full-time tenure-track faculty lines, five academic staff (one full-time and four part-time) and two associated faculty members:

**Full-time, tenure-track faculty in MS-OT Program**
Ruth Benedict, Dr. P.H., Associate Professor
Dorothy Edwards, Ph.D., Professor
Elizabeth Larson, Ph.D., Associate Professor  
Mary Schneider, Ph.D., Professor  
Julia Wilbarger, Ph.D., Assistant Professor  
Assistant Professor position, search in progress  

See Appendix A for short vitae on all core faculty members

Associated faculty  
Edward Bersu, Ph.D., Professor, Department of Anatomy, School of Medicine and Public Health  
John Harting, Ph.D., Professor and Chairperson, Department of Anatomy, School of Medicine and Public Health

Dr. Bersu teaches Gross Anatomy and Dr. Harting teaches Neuroanatomy in our MS-OT Program

Academic Staff  
Debbie Bebeau, M.S., OTR: Clinical Instructor, 100%  
Sharon Gartland, M.A., OTR: Instructional Specialist, 33%; Lecturer, 17%  
Jean Patz, M.S., OTR: Instructional Specialist, 17%, Lecturer, 8%  
Gail Groth, Ph.D., OTR: Faculty Associate (temporarily teaching Vaughan courses), 50%  
Alexia Rebne Karls M.S., OTR : Admissions Coordinator, 33%

Additional Faculty Requirements: We are currently recruiting for an Assistant Professor to replace Assistant Professor Leslie Vaughan who resigned in May, 2010.

Classified Staff:  
Program and fieldwork support is provided by two full-time classified staff positions.

Classified Staff  
Terri Pope, University Services Associate: 50%  
Robin Willard, University Services Associate: 50%  
Lisa Blochwitz, Academic Fieldwork Assistant: 100%

Diversity: Our faculty and staff in OT reflect the lack of diversity in the field of occupational therapy. We are making efforts to increase diversity in the profession as a whole as well as among our faculty and staff by recruiting a diverse pool of applicants for the MS-OT program, and for open faculty and staff positions. Currently, 12.5% of our students are from targeted under-represented minorities. We encourage our MS-OT students from targeted under-represented minorities to earn Ph.D.’s and ultimately fill vacant faculty positions in the state and nation. In fact, one of our past EDGRS (AOL)-supported MS-OT students, Riqiea Kitchens, is now pursuing a Ph.D. at Texas Woman’s University. In our current Assistant Professor search, as with all of our searches, efforts are undertaken to recruit a diverse pool of applicants. Our Recruitment Efforts Plan includes sending the position announcement to the following: Association of
Asian/Pacific Occupational Therapists in America, Black Occupational Therapy Caucus, Network for Gay, Lesbian and Transgender Concerns in Occupational Therapy, Network of Native American Practitioners, Network of Occupational Therapy Practitioners with Disabilities and their Supporters and TODOS Network of Hispanic Practitioners. We also included statements in our PVL to send a message that we value diversity. For example, we put in a statement in our PVL that “experience working with diverse clients is preferred”.

Summary of Faculty Changes since Program Implementation:

Assistant Professor Ruth Benedict promoted to Associate Professor
Assistant Professor Elizabeth Larson promoted to Associate Professor
Associate Professor Dorothy Edwards promoted to Professor and Department Chair of Kinesiology
Assistant Professor Pimjai Sudsawad resigned and was replaced with Assistant Professor Leslie Vaughan in 2008, who also resigned in 2010
Current faculty search for replacement of Assistant Professor Vaughan

2.2 Administrative Structure:

The administrative structure has not changed since implementation. The OT Program is one of several programs in the Department of Kinesiology, which is situated in the School of Education. OT Program faculty serve on committees and collaborate in research with faculty from other areas of Kinesiology. As mentioned previously, Dr. Edwards is a Professor in the OT Program and she serves as Chair of the Department of Kinesiology. The OT Program relies on faculty in other Departments, particularly in the School of Medicine and Public Health to teach basic science courses (Anatomy, Neuroanatomy, Medical Conditions) and to supplement other aspects of the curriculum such as guest lecturing on specific topics.

2.3 Adjunct/Part-time Faculty:

The use of adjunct and part-time faculty enhances the quality of our MS-OT Program as well as provides flexibility in delivery of the program. The OT Program relies on part-time academic staff to support instructional, programmatic and administrative activities. These currently include teaching of OT 100 – Introduction to Occupational Therapy and OT 610 and 611 in our Professionals Skills thread, as well as other courses as the need arises based on full-time faculty circumstances and availability. The instructors for these courses bring extensive practice experience and a commitment to teaching which benefits students immensely. The strengths of our part-time academic staff pair well with the OT Program’s needs.

The two challenges which we have faced in this area are long-term retention and funding for our Admission’s Coordinator. The rise in number of applicants over the course of the past five years has had a significant impact on the job demands for the Admission’s Coordinator and Committee. Also we have had difficulty with retention of academic staff.
due to the high work load. In our most recent recruitment efforts for this position, we targeted alumni of the program as we believe their background and experience with the program are a tremendous asset to recruiting prospective students and will provide an enhanced commitment to longevity with the program. We were recently successful in hiring an alumna of the program to fill the Admission’s Coordinator position. However, the workload continues to expand rapidly as the number of applicants increases each year.

2.4 Training and Support:

The MS-OT Program faculty and staff successfully use technology to support teaching, research and administrative activities. Faculty, staff and students are provided with appropriate training and technical support services as needed. From their first weeks on campus, students are introduced to the vast technology resources available to the UW community including Learn@UW, MERIT and Ebling libraries, My UW, WiscCal, the Writing Center and the Social Sciences Computing Center (SSCC). MERIT and Ebling libraries regularly provide orientation and support services for students and faculty, their staff are available for consultation and the libraries have extensive technology available for loan. Faculty and staff regularly take advantage of training opportunities and individual consultation from Learn@UW, DoIT, the SSCC, and the Survey Research Center.

Faculty within the program have applied for and been granted Engage Awards through DoIT (Dr. Larson in 2006 for Podcasting, Dr. Benedict in 2008 for Technology Enhanced Collaborative Group Work); efforts aimed at testing and training in best practices for teaching and learning with technology. The School of Education External Relations Office has also been a valuable source of support for updating the Program’s website, editing and publishing our newsletter. In teaching research content, faculty relies heavily on the SSCC for statistical support and training. In addition, the Department of Kinesiology supports one IT staff person who is available to the OT Program faculty and staff for troubleshooting, consultation on the purchase of technology, installation of new equipment, training in and maintenance of classroom audio-visual equipment.

3. STUDENTS:

3.1 Enrollment Trends:

<table>
<thead>
<tr>
<th>Year</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
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<td>New students admitted</td>
<td>15</td>
<td>20</td>
<td>24</td>
<td>24</td>
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<tr>
<td>Continuing Students</td>
<td>0</td>
<td>15</td>
<td>35</td>
<td>44</td>
<td>48</td>
<td>50</td>
</tr>
<tr>
<td>Total enrollment</td>
<td>15</td>
<td>35</td>
<td>59</td>
<td>68</td>
<td>72</td>
<td>74</td>
</tr>
<tr>
<td>Graduating students</td>
<td>0</td>
<td>0</td>
<td>15</td>
<td>15</td>
<td>24</td>
<td>28</td>
</tr>
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</table>

Since the third year of implementation, the MS-OT Program has enrolled 24 top quality candidates each year. Each year since 2007 we have admitted more than 25 applicants, but for various reasons actual enrollment has only hit 24 students. In 2010, 33 students
were admitted from a pool of 113 applicants, 25 accepted admission, one of whom deferred for one year. Our applicant pool is increasing significantly each year and we expect to process 160 applications this year for the June 2011 class.

Degrees granted: Ninety-nine percent (81/82) of students admitted have graduated since the program was implemented. Two students from the 2006 incoming class of students dropped to part-time and one took a leave for personal reasons. Two students had difficulties in their field work experience which delayed their graduation. This is reflected in only 15/20 admitted students graduating in 2008. One student from the entering class of 2008 dropped out of the program. However, in 2010, 28 students graduated (instead of the 24 expected based on admission of 24 in 2008) indicating program completion for the 4 students from the group admitted in 2006.

We believe the quantity and quality of applicants to our MS-OT Program are related to the strong reputation of our program in the OT academic community and our high ranking on the 2008 US News and World Report; 12th out of 153 MS-OT Programs. Another significant factor in our increasing pool of applicants is the continued listing of occupational therapy as a growing and desirable profession in a variety of publications. The Bureau of Labor Statistics projects that the demand for occupational therapists will increase by 26% from 2008 to 2018, with expected growth much faster than average, and with job opportunities strong, especially for OT’s working with the elderly.

3.2 Projected Enrollment:

Many highly qualified candidates for the program are being turned away. The table below shows the qualifications of the top 10 students from our 2010 wait list – none of the 10 students were admitted despite excellent qualifications. These highly qualified candidates for our MS-OT program could help fill the current and future need for OT’s in the state and nation-wide.

<table>
<thead>
<tr>
<th>Student #</th>
<th>Non-Academic Factors*</th>
<th>GPA for last 60 credits</th>
<th>GRE Verbal %</th>
<th>GRE Quantitative %</th>
<th>GRE Writing Analysis %</th>
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<tbody>
<tr>
<td>1</td>
<td>33.3</td>
<td>3.4</td>
<td>80%</td>
<td>60%</td>
<td>81%</td>
</tr>
<tr>
<td>2</td>
<td>33</td>
<td>3.6</td>
<td>37%</td>
<td>31%</td>
<td>41%</td>
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<td>3</td>
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<td>54%</td>
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</tr>
<tr>
<td>4</td>
<td>34.25</td>
<td>3.4</td>
<td>70%</td>
<td>31%</td>
<td>63%</td>
</tr>
<tr>
<td>5</td>
<td>33.9</td>
<td>3.8</td>
<td>72%</td>
<td>48%</td>
<td>81%</td>
</tr>
<tr>
<td>6</td>
<td>34</td>
<td>3.9</td>
<td>54%</td>
<td>48%</td>
<td>63%</td>
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<td>7</td>
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<td>44%</td>
<td>63%</td>
</tr>
<tr>
<td>8</td>
<td>33.16</td>
<td>4.0</td>
<td>80%</td>
<td>41%</td>
<td>23%</td>
</tr>
<tr>
<td>9</td>
<td>33.7</td>
<td>3.6</td>
<td>13%</td>
<td>50%</td>
<td>81%</td>
</tr>
<tr>
<td>10</td>
<td>32</td>
<td>3.8</td>
<td>94%</td>
<td>75%</td>
<td>63%</td>
</tr>
</tbody>
</table>

* Out of 40 total (includes diversity and leadership skills, life experience, knowledge of OT)
Our current enrollment is consistent with the proposed enrollment plan in the program authorization proposal. Our faculty/staff in OT have given much thought to our proposed enrollment and we conclude that:

1) We are turning away highly qualified applicants (see table above).
2) Occupational therapy is a growing and desirable profession, in which the work force is projected to increase by 26% in the next decade
3) We have a unique faculty with clinical expertise and research skills and knowledge to produce outstanding clinical occupational therapists poised for leadership in practice in the state and the nation.
4) Our MS-OT program, rated 12/153 in the US News and World Report, is in a unique position to produce top quality Ph.D.-trained OT’s to fill faculty positions in occupational therapy in the state and nationwide and provide leadership in research, moving the field forward.
5) The OT Faculty and staff value diversity and we have been successful in recruiting students from targeted under-represented groups. We are successfully training students from diverse backgrounds for leadership in the field. One of our past MS-OT EDGRS (AOL) student is currently pursuing a Ph.D. and is on a trajectory to serve as a future leader in the profession.

Based on a review of our applicant pool and the projections about the growth and desirability of the occupational therapy profession, we support an increase in our enrollment from 25 to 30 students admitted annually or from 75 to 90 students overall (first year students, second year students, and fieldwork students). This would involve adding one faculty member and one FTE academic staff support to address the increased work-load in teaching, research participation, fieldwork and administrative needs. We easily have outstanding candidates to fill those additional slots and feel that this would be addressing the workforce needs of the state of WI and the nation. We are one of the few OT programs at a major research university and thus we are able to train and equip occupational therapy practitioners to be strong in research and leadership within our profession. There is a national shortage of occupational therapists with Ph.D.s (especially OT’s from targeted under-represented minorities) as well as an ongoing need for the generation of evidence of the efficacy of our profession in serving our patients and clients.

4. EVALUATION

4.1 Curriculum:

Since the implementation of the MS-OT Program, two changes were made in the curriculum. Our program evaluation conducted during the first couple of years suggested that we needed to increase our focus on students’ basic understanding of the underlying conditions contributing to the need for occupational therapy interventions. The breadth of medical conditions (orthopedic, neurological, developmental, etc.) treated by occupational therapists in practice could not be covered in a one-credit
course. OT 629 Medical Lectures for Occupational Therapy was changed from 1 to 2 credits.

We also identified some redundancy in the content of the research strand of the curriculum, particularly in the area of research design and statistics. Students are mentored by faculty in research projects throughout the four courses. The second course in the scientific inquiry sequence, OT 672, initially incorporated content on research design and methods, including statistical analysis. The analysis content, which involved a lab component with hands on data management and statistical procedures, was redundant with the content in OT 673 and OT 674. The laboratory and analysis content were removed from the course, thus permitting the course to move from 3 to 2 credits. The overall total credits required for successful completion of the MS-OT Program remains the same at 61 credits; one credit was added to OT 629 and one was removed from OT 672.

The following is the current course sequence for the basic MS-OT curriculum:

<table>
<thead>
<tr>
<th>Summer Admission to the Program:</th>
<th>Credits:</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANAT 622 Human Anatomy (with cadaver labs &amp; OT Discussion Section)</td>
<td>6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall I</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ANAT 637 Functional Neuroanatomy</td>
<td>3</td>
</tr>
<tr>
<td>OT 610 Professional Skills I: Professional Practice in OT</td>
<td>2</td>
</tr>
<tr>
<td>OT 620 Occupation-Based Theory and Practice</td>
<td>2</td>
</tr>
<tr>
<td>OT 621 Assessment of Occupational Participation</td>
<td>3</td>
</tr>
<tr>
<td>OT 671 Scientific Inquiry in Occupational Therapy I: Evidence-Based</td>
<td></td>
</tr>
<tr>
<td>Practice</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring I</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>OT 611 Professional Skills II: Communication and Interpersonal</td>
<td>2</td>
</tr>
<tr>
<td>Interaction in OT</td>
<td></td>
</tr>
<tr>
<td>OT 622 Infant and Childhood Occupations and Therapeutic Interventions</td>
<td>4</td>
</tr>
<tr>
<td>OT 625 Level I Fieldwork: Infants and Children</td>
<td>2</td>
</tr>
<tr>
<td>OT 629 Medical Lectures</td>
<td>2</td>
</tr>
<tr>
<td>OT 672 Scientific Inquiry in Occupational Therapy II: Methods of</td>
<td></td>
</tr>
<tr>
<td>Inquiry</td>
<td></td>
</tr>
<tr>
<td>Fall II</td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>---</td>
</tr>
<tr>
<td>OT 612 Professional Skills III: Organization and Management in OT Practice</td>
<td>3</td>
</tr>
<tr>
<td>OT 623 Adolescent and Young Adult Occupations and Therapeutic Interventions</td>
<td>4</td>
</tr>
<tr>
<td>OT 626 Level I Fieldwork: Adolescents and Young Adults</td>
<td>1</td>
</tr>
<tr>
<td>OT 673 Scientific Inquiry in Occupational Therapy III: Data Collection and Analysis</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring II</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>OT 613 Professional Skills IV: Community-Based Occupational Therapy Practice</td>
<td>2</td>
</tr>
<tr>
<td>OT 624 Middle and Late Adulthood Occupations and Therapeutic Interventions</td>
<td>4</td>
</tr>
<tr>
<td>OT 627 Level I Fieldwork: Adults and Elders</td>
<td>1</td>
</tr>
<tr>
<td>OT 674 Scientific Inquiry in Occupational Therapy IV: Scientific Writing for Publication</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Summer and Fall</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>OT 662 Level II Fieldwork A</td>
<td>6</td>
</tr>
<tr>
<td>OT 664 Level II Fieldwork B</td>
<td>6</td>
</tr>
</tbody>
</table>

**Total Credits**  
61

### 4.2 Diversity:

**Curriculum:** Issues of diversity have been infused throughout the entire MS-OT curriculum. The entire faculty and staff of the OT Program value and are committed to addressing issues of diversity both in and out of the classroom. All course instructors locate and utilize readings that draw from a diverse pool, including articles from international journals and publications. Many of the courses utilize case-based learning and there is an intentional selection of cases which represent the diverse nature of the client population OTs typically serve and which provide opportunities to discuss the impact of culture, bias, etc. on evaluation and treatment. Courses in the research evidence-based practice thread include training in cultural competence and critical analysis skills related to diversity as part of the research process and research ethics as it relates to diversity. Students are encouraged to participate in Masters projects which address the needs of under-represented populations. Courses in the professional skills thread include early exposure to the International Classification of Function, Disability and Health (ICF) which enhances an appreciation of the disability experience. The professional skills courses also include opportunities for self-reflection on the impact of culture on communication skills, treatment provision, and other professional interactions.
Readings on disparities in health care and cultural competencies are required and students present findings to each other in class. In OT 613, students are asked to develop a program/project grant proposal which addresses the needs of an underserved group and they are required to consider cultural aspects in their needs assessment and program plan.

Student Recruitment: We have successfully recruited a more diverse student body, thanks to the funding support available through EdGRS (Education Graduate Research Scholars). We have supported three students from targeted underrepresented groups each year (12.5% of our students are from targeted under-represented minorities). We are committed to providing funding for these students in their second year through teaching, project and research assistantships. Our admissions process includes a priority consideration placed on experience related to diversity. Our new Admissions Coordinator, Alexi Rebne Karls, has been charged with developing a long-term strategy to broaden the diversity of our applicant pool.

Faculty and Staff Recruitment: When conducting a search for faculty and/or academic staff, every effort is made to recruit a diverse pool of applicants. The application materials are developed to send a clear message that the department values diversity. In the School of Education, two representatives from the Equity and Diversity committee meet with search committees for faculty or staff (national and regional searches) in order to review the Position Vacancy Listing (PVL) and Recruitment Efforts Plan. The intent is to make sure that the department avoids limiting the pool of applicants, gives the message that the department values diversity, and includes affirmative action and confidentiality statements. We post all PVL’s on list serves to which we are granted access in the American Occupational Therapy Association, including: Black Occupational Therapy Caucus, TODO Network of Hispanic Practitioners, Network of Native American Practitioners, Network of Practitioners with Disabilities, and Association of Asian/Pacific Occupational Therapists in America (AAPOTA).

4.3 Degree Recipients:

We regularly review the employment of our MS-OT degree recipients using our alumni survey and note overwhelming success in that 100% of respondents to our alumni survey were employed as occupational therapists. They work in a variety of settings, including school systems, rehabilitation centers, acute hospitals, home health care, outpatient clinics and skilled nursing facilities. The first alumni survey was completed 1 year post graduation of our initial entering class with a 66% response rate (10/15). 40% report no plans to pursue another degree, with 30% of the graduating class of 2007 reporting a plan to pursue a Ph.D. or OTD, and 30% considering an additional Masters degree in another area. The second alumni survey (which is of our 2nd entering class) was just completed with a similar response rate of 9/15 graduates. All but one are employed full-time as occupational therapists with one graduate in a part-time position by choice.
4.4 Assessment:

**Assessment Plan:** We conduct systematic reviews of our program based on the original assessment plan presented in the table below. We schedule at least one hour for program evaluation in our two-hour bi-weekly OT Program meetings throughout the year. We have made no changes to this plan.

<table>
<thead>
<tr>
<th>Data Source</th>
<th>Completed</th>
<th>Discussed</th>
<th>Person Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Advisory Committee</td>
<td>Spring</td>
<td>Fall</td>
<td>Program Coordinator</td>
</tr>
<tr>
<td>2. Alumni Survey</td>
<td>February</td>
<td>Fall</td>
<td>Program Coordinator</td>
</tr>
<tr>
<td>3. Course Evaluations</td>
<td>Dec/May</td>
<td>Spring/Fall</td>
<td>Course Instructors</td>
</tr>
<tr>
<td>4. Student Performance at Level I</td>
<td>Dec/May</td>
<td>Spring/Fall</td>
<td>Course Instructors</td>
</tr>
<tr>
<td>5. Evaluation of Level I Site</td>
<td>Sep/Dec</td>
<td>Spring</td>
<td>Fieldwork Coordinator</td>
</tr>
<tr>
<td>6. Student Performance at Level II</td>
<td>Sep/Dec</td>
<td>Spring</td>
<td>Fieldwork Coordinator</td>
</tr>
<tr>
<td>7. Evaluation of Level II Site</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Focus Groups</td>
<td>April</td>
<td>Fall</td>
<td>Program Coordinator</td>
</tr>
<tr>
<td>9. NBCOT Exam Results</td>
<td>May/Nov</td>
<td>Spring/Fall</td>
<td>Fieldwork Coordinator</td>
</tr>
<tr>
<td>10. Student Enrollment Stats</td>
<td>December</td>
<td>January</td>
<td>Program Coordinator</td>
</tr>
</tbody>
</table>

**Results:** The overall results of our on-going program evaluation are that we are successfully meeting the stated objectives. Details follow below.

**Advisory Committee:**

**Objective:** To increase our understanding of climate of the practice community and consequently to better understand the educational needs of occupational therapists.  

**Results:** An Advisory Committee meeting is held annually. The last three meetings have been well attended and focused on specific strands within our curriculum. The 2010 meeting focused on our intervention courses. In 2009, we took a close look at our professional skills curriculum. In 2008, we aimed at gathering feedback on evidence-based practice and research and interfacing with clinicians on this topic. Notes from the rich discussions are compiled and then discussed in the Fall each year. Most changes are incorporated into individual courses based on the feedback from these committee meetings.

**Alumni Survey:**

**Objective:** To obtain self-report data from graduates of our program on: 1) employment and salaries; and 2) program effectiveness in preparing students for practice.  

**Results:** An Alumni Survey is conducted annually to obtain feedback from graduates 1 and 5 years post fieldwork. The classes that entered in 2005 and 2006 have now been in the workforce for a year or more. Feedback from the one-year survey shows that 100% of graduates felt prepared for practice and all found employment upon graduation. Much of the information gathered from the alumni survey is used by course instructors to adjust course content.
**Course Evaluations:**

**Objective:** To provide an avenue for obtaining feedback from students on the perceived effectiveness of OT Program courses, all academic courses taught in the UW-Madison MS-OT Program are evaluated at the end of the semester using a standard format.

**Results:** Each semester, course instructors review their course evaluations and make recommendations for content change at our program evaluation meetings. This process has enabled a continuous process of quality improvement in the courses we offer in our curriculum. Most changes have been minor, with the exception of adjusting OT 629 from 1 to 2 credits and reducing OT 672 from 3 to 2 credits based on course evaluations and faculty discussion.

**Evaluation of Fieldwork Experience Level 1 and 2:**

**Objective:** To determine if students are well prepared for fieldwork and satisfied with their placements.

**Results:** We use supervisor assessment to document student performance on Level I and II fieldwork. We also obtain student feedback on their satisfaction with the site. Evaluations of students and sites are conducted regularly. Some sites have been dropped as a result of student feedback. Some minor adjustments to the curriculum have also been made based on feedback. Most students reported a strong appreciation for the fieldwork experience. The majority of students passed their fieldwork requirements the first time, with a small number of students requiring a third experience in order to pass. This has typically been a result of interpersonal conflicts with a supervisor or professional behavior concerns. Although we feel we started with a strong curriculum in this area, we have specifically strengthened the professional behavior skills training in order to address this concern.

**Focus Groups:**

**Objective:** To hear from students about their overall satisfaction with the curriculum. To give students a voice.

**Results:** Focus groups were conducted in 2007, 2008, 2009, and 2010. Faculty reviewed and discussed student feedback during program evaluation meetings and changes were made accordingly. Some general observations have been that students enjoy the 2nd year curriculum more than the first year, primarily due to the increase in hands-on intervention courses. Students express a growth in confidence about their skills and particularly in their ability to utilize evidence for practice. Few changes have been necessary due to the overall satisfaction expressed in these focus groups. Some redundancies within courses have been removed as well as more experiential learning opportunities have been offered in classes as appropriate.
**NBCOT Exam Results:**

**Objective:** To document the percentage of students who achieve a level of knowledge that is deemed necessary for occupational therapy practice.

**Results:** All of our MS-OT graduates have passed the NBCOT Exam. We exceed the national average pass rate at UW-Madison. There has not been any particular area of weakness found in the curriculum related to this data, so no adjustments have been necessary.

**4.5 Accreditation:**

We were reviewed for accreditation in 2008 and we received an excellent evaluation. The major strengths of our MS-OT program were described by the on-site Accreditation Review Committee:

1. Supportive administrators in the SOE, committed to ongoing allocation of academic resources needed to assist the program in achieving its strategic goals.
2. Program Director with research, administrative and leadership skills leading to recognition of OT as a strong research-intensive program by UW-Madison.
3. Faculty and Program Director with cutting-edge research and scholarship. Student-guided research contributes to body of knowledge and produces future OT researchers.
4. Fieldwork coordinator who provides diverse settings for students and ongoing professional development for OT's.
5. Faculty members with strong ties to OT community.
6. Rich resources of library supports educational needs of students.
7. Clinical educators are committed to mentor students to be effective clinicians.
8. Students are enthusiastic and grounded in evidence-base practice and professional skills.
9. Alumni and clinical instructors provide service and support for the program.
10. Commitment to diversity in the curriculum and recruitment efforts (students and faculty/staff).

It is a requirement for all MS-OT programs to be accredited regularly by the Accreditation Council for Occupational Therapy Education (ACOTE), a branch of the American Occupational Therapy Association. The accrediting process requires institutions and programs to examine their goals, activities, and achievements; to consider the expert criticism and suggestions of a visiting team; and to determine internal procedures for action on recommendations from the accrediting agency.

OT Programs can receive a 5-year, 7-year or 10-year accreditation, depending on the caliber of the program and how well the review committee evaluates the program as meeting the accreditation standard. The UW – Madison MS-OT Program received accreditation for the full 10 years.
4.6 Concerns:

1) The research mentoring model is labor intensive for our faculty.
2) Our success in recruiting and supporting students from underrepresented targeted minorities depends on EdGRS (AOL) funding. We recommend continuation of this valuable support to diversity of our student body and future OT faculty, and to eventually contribute to diversity in the profession of occupational therapy.
3) A minor concern is use of on-line student course evaluations rather than handing out the forms in class, which has resulted in a significantly lower number of student responses. Faculty has discussed giving release time in class and encouraging use of computer lab for students to fill out the course evaluations on-line during class time to achieve a higher response rate. This is of particular concern for assistant professors developing tenure dossiers.
4) Our application pool is increasing rapidly, and the work load for processing applicants is substantial.

5. ACADEMIC SUPPORT SERVICES

5.1 Ongoing Support:

We have evaluated the physical facilities, capital equipment, library resources, technology support and supplies and we deem them to be adequate for the MS-OT Program. A specific description of those resources follows:

Physical Facilities: The Occupational Therapy Program is housed in the Medical Sciences Center at 1300 University Avenue. The building also houses other health-related disciplines, thus allowing students from various programs the opportunity to interact with one another.

With the transition to the MS-OT curriculum, our space needs changed. In keeping with the new curriculum design, classrooms formerly used primarily for woodworking, ceramics and crafts were transformed into spaces where a greater variety of learning activities and experiences can occur. Significant and progressive upgrades have been made to our facilities and technologies, however, maintaining state-of-the art teaching space is an ongoing challenge. All of our classrooms are now capable of hosting multimedia presentations, have furniture that can be easily moved and adapted for different teaching/learning experiences, and comfortable physical environs. Lecture and laboratory spaces are equipped with internet/Web access jacks, have integrated computer projection capabilities, VHS/DVD players, overhead projectors, built-in projection screens, and speakers for audio. One classroom was renovated and is equipped for distance education. Students are increasingly bringing laptop computers to class but our classrooms lack adequate power support.

Two of our classrooms were redesigned and structured to facilitate hands on laboratory experiences including mat tables, plinths, sensory integration suspension equipment, and a “Smart Board” is soon to be installed. The OT Program collaborated with students in
the Design Studies Department in the School of Human Ecology to develop a plan for renovation of one of our classrooms. The design is envisioned as a “model clinic” that will provide “state of the art” equipment and supplies for teaching a wide variety of assessment and intervention skills including instrumental activities of daily living, work and leisure occupations, seating and positioning, splinting, and environmental control. The basic structural design features are now in place and efforts are being made to secure additional donations of equipment. In MSC, the older building is a constant source of challenge; heating is marginal, mold invades every summer, and periodic floods put faculty offices at risk of substantial loss of property.

Capital Equipment: Equipment use in the OT Program for teaching purposes is substantial. Our MS-OT curriculum requires that we present students with current examples of rehabilitation technology, assessment tools and protocols, adaptive devices, and orthotic/prosthetic devices. Students have access to essential learning materials during class as well as during non-class hours through a check-out system. The Program continues to purchase new equipment, evaluations and intervention tools as resources allow. Consumable supplies for some activities, such as splinting materials, are required to meet the curriculum objectives. Limited funds are available to buy disposable supplies for classes. In addition to the equipment that the program has on site, vendors bring examples of current therapeutic equipment to specific classrooms for demonstration purposes.

The Program continues to strive for student access to appropriate technologies reflecting the current state of practice. We determine needs for new technologies through program evaluation activities including feedback from Fieldwork sites, alumni evaluations and involvement of local practitioners in the annual Advisory Committee Meeting.

Other Support Resources: The OT Program also uses general classroom spaces across campus, including the Clinical Sciences Center and Health Sciences Learning Center. For example, the lab experience for OT 673 - Scientific Inquiry in Occupational Therapy III: Data Collection and Analysis, is held in the Media, Educational Resources & Information Technology (MERIT) Library. This space is used in order for all students enrolled in the course to have access to computers for statistical analysis. Students also have access through the School of Education to the Social Science Computing Center which provides a wealth of software and Help Desk support for their research projects. Basic science departments of the School of Medicine and Public Health provide a Gross Anatomy Laboratory and a large lecture hall for the combined occupational and physical therapy Gross Anatomy and Neuroanatomy classes in the MSC. General usage activity areas are also available to students throughout the Medical Sciences Center. This includes space for student lockers, study desks, a deli café and lounge.

The OT Program has a Computer/Assistive Technology Laboratory which has 10 computer work stations linked to the internet/Web, and with software to support student learning and completion of projects. Students may use this space for class-related activities during non-scheduled hours. Maintaining and updating the computers in the
laboratory is an ongoing challenge. Students are also able to check out Apple and Dell laptop computers, digital and video cameras, and other technology from MERIT.

In addition to access to books, documents and articles, the UW Libraries provide the OT faculty and students with a wealth of support services including software training and support, poster printing, and access to citation management software. Ebling librarians conduct an annual orientation session with our new MS-OT students, are available for consultation through real-time chat, instant messaging, e-mail, phone and in person. The OT Program has a designated reference librarian to assist with course-related activities. With tight budgets, critical publications for occupational therapy student use are at risk of being discontinued. The OT Program Library has a collection of historical and current books and journals relevant to occupational therapy practice that are available to students on an as needed basis. In addition, the OT Program has a video/CD/DVD library for teaching purposes. Faculty provides students with multiple resources, including electronic readers and links to pertinent websites, through “Learn@UW” or "My UW".

Some of the resources which have been particularly useful to students in our program include the McBurney Disability Resource Center, the Multicultural Student Center, the Writing Center, International Student Services, Statistics Tutorial Service, counseling and health services, and computer support services.

Advising: Each MS-OT student is assigned an academic advisor upon enrollment in the program. The advisor is available for counseling and advice throughout the 2.5 years that the student is completing classroom and fieldwork education. Each faculty member advises 8-12 students. Advisors typically assist students with any course scheduling issues, requests for overloads, academic and personal challenges, including dealing with issues related to diversity or mental health. Advisors commonly refer students to various support resources across campus including the Dean of Student’s office, the Writing Center, Student Health Services, Financial Aid Office, or the McBurney Disability Resource Center.

Placement and Career services: Our Fieldwork Coordinator, Debbie Bebeau, and her assistant, Lisa Blochwit, take primary responsibility for assisting students with placement in Level II Fieldwork sites. Two 3 month internships provide students with extensive practice experience prior to degree completion. Some students find their fieldwork site to be a portal for entry into employment upon graduation. Additionally, the OT Program staff regularly post or email job openings to students when announcements are received from prospective employers. For the past several years, the Student Occupational Therapy Association has organized and hosted a very successful Career Fair for students across campus enrolled in the rehabilitation therapy programs including occupational therapy, physical therapy and communicative disorders. Faculty also encourage students to attend more general health career fairs offered on campus and to attend the Exhibitor Expos at both the Annual Conference of the American Occupational Therapy Association and state OT associations. Since the initiation of the MS-OT Program, we have observed a significant increase in the number of students attending and volunteering at professional meetings.
5.2 Additional Support:

The MS-OT Program offers excellent continuing education and outreach activities which benefit the program. Courses were organized and developed by the OT program in response to requests made by area clinicians. These courses have focused on areas of current interest in the occupational therapy field such as splinting, lymphedema management, adapted aquatics, and evidence based practice. Experts in the field have instructed the courses and continuing education units have been provided by the School of Education. In addition to these courses, the OT program organizes an annual Caroline Thompson Lecture which also provides area clinicians an opportunity to participate in a continuing education experience.

5.3 Access for Individuals with Disabilities:

To date, all of our students with disabilities have successfully completed the MS-OT curriculum. Faculty are committed to making necessary accommodations and supporting students through the learning process. We have had several students with identified disabilities enroll in our MS-OT program. The types of conditions for which students need accommodations include learning disability, mental health issues, hearing impairment, arthritis, and ADHD. Students are also referred to the McBurney Disability Resource Center, if a need is identified. Accommodations that have been made in the past include extra time on exams, taking exams in adapted environments, having a note taker in class, alternative seating arrangements, closed captioning on video, and availability of lecture notes in multiple formats.

5.4 Student Access:

It is a continuing challenge to keep technology current in our computer lab and classrooms. We use MERIT resources to supplement what is available within the OT Program. A concern is that the library maintains access to online journals relevant to our research and curriculum, despite the fact that some may not be high demand journals. Conversations with the librarian to address this concern are ongoing.

6. FINANCE

6.1 Budget Requirements:

The budget is adequate for the current program. Additional support is not needed. If our request to expand our program is granted, additional faculty/staff support would be needed.

6.2 Capital Requirements:

There is no necessary capital budget expenditures needed to sustain the program. One challenge that we experience relates to providing current computer access for our students for their research projects. We rely on the resources from our program and department for keeping our technology in our computer laboratory current. Our students need computers
with sufficient power to use the Social Science Consortium. MERIT library is an excellent resource but we compete with SOE for computer laboratory space.

7. SUMMARY EVALUATION

Our MS-OT program has exceeded expectations projected 5 years ago.

We have accomplished the following:

1. We have developed a successful curriculum, graduating 82 students who have been 100% successful in securing jobs in the field.
2. 12.5% of our current students are from targeted under-represented minorities.
3. We underwent a successful accreditation review and we were given a full 10-year accreditation term -- our next on-site evaluation will be 2017/2018.
4. The UW-Madison OT Program was ranked for the first time by US News and World Report in 2008. Our MS-OT program ranking was 12 out of 153 OT Programs in the nation.
5. The pool of student applicants has grown enormously; we now have outstanding students from diverse backgrounds competing for our admission places. We turn away many excellent students. We are poised to expand our program to meet the rapidly growing need for occupational therapists in Wisconsin and nation-wide.
6. The faculty has been successful in promotion. Two faculty underwent evaluation for promotion and tenure by the Social Science Executive Committee in the past 5 years and both were promoted with tenure.
7. OT faculty currently receive over $8,000,000 in extramural funding which illustrates that the faculty are successful and well suited for UW-Madison
8. OT faculty and staff are well-represented in campus governance.

8. RECOMMENDATIONS

Recommend action for continuation with the final review process for this program, for revision of the program and later final review, or for discontinuance of the program.

We are ready to expand our MS-OT program to meet the increasing demand, should the SOE, UW-Madison and UW system support this move.
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